

CHAPTER I

INTRODUCTION

1.1 Research Background

The integration of Artificial Intelligence (AI) in education responds to the demand for adaptive, efficient learning tools. ChatGPT, a language-based AI model, has gained prominence due to its capabilities in generating coherent responses, facilitating information retrieval, and supporting autonomous learning (Alneyadi et al., 2023; Kostka & Toncelli, (2023). In Indonesia, the adoption of AI in education is steadily growing, especially as institutions begin seeking ways to enhance learning outcomes through digital transformation.

Although discussions about the capabilities of ChatGPT are becoming more common, much of the literature remains focused on its theoretical advantages. For example, Tosell et al. (2024) found that university students, particularly those in technical fields, were already using ChatGPT for coursework. Similarly, Klayklung et al. (2023) highlighted the tool's usefulness in fostering critical thinking and providing personalized feedback. Most studies stop at the level of potential and do not examine how students actually experience using ChatGPT. This is a crucial omission, especially in contexts where student engagement and digital literacy are still developing.

In Indonesia, empirical investigations on students' interactions with AI in educational settings are limited. Research has mostly explored general access to digital platforms rather than focused evaluations of specific AI tools in classroom

practice (Soesanto et al., 2022). Schaefer et al. (2015) in his study, reviewed 66 publications on the application of AI in K-12 education. His findings indicate that most research focused on general uses of AI, such as adaptive learning and recommendation systems, while only a few studies conducted in-depth evaluations of specific AI tools in the context of actual classroom practice. This leaves a gap between the increasing implementation of AI technologies and our understanding of how students perceive and respond to them. The need for grounded, experience-based evidence is particularly pressing in language education, where learning is not only about acquiring knowledge but also about developing communication, critical thinking, and creativity.

At University in Bali, AI tools like ChatGPT are beginning to enter English language classrooms. However, no empirical study has yet explored how English Language Education (ELE) students perceive or engage with these tools. This is a significant omission, given the role of English proficiency in academic and professional success and the increasing presence of AI in language education.

The core issue is not the availability of AI tools but the absence of empirical understanding regarding students' actual experiences with them. Current research offers limited insight into the real benefits, challenges, or limitations encountered by learners using ChatGPT. General claims about AI's advantages often overlook the nuanced, practical realities faced by students in their learning process. Without direct input from learners, educational policies and pedagogical strategies risk being based on assumptions rather than evidence.

Tosell et al (2024), noted the scarcity of studies addressing students' perceptions of AI, despite growing interest in its educational applications. While studies have acknowledged the promise of AI in improving engagement and personalization, empirical research on user experience, especially in English learning contexts remains rare (Soesanto et al., 2022). Moreover, in the context of University in Bali, where AI tools are beginning to be introduced into classroom environments, no study has yet explored how English Language Education (ELE) students experience using ChatGPT in their learning process. Given the importance of English proficiency in their academic and professional development, understanding their experiences with AI-based language tools is essential. Recent findings by Santosa and Kusuma (2024) reveal that Indonesian EFL undergraduates increasingly expect technology-enhanced and blended learning approaches, reinforcing the urgency to understand their engagement with AI tools like ChatGPT.

This study, therefore, aims to investigate the user experience of English Language Education students in using ChatGPT for English learning, focusing on six dimensions: Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, and Novelty, as measured by the User Experience Questionnaire (UEQ) (Schrepp et al., 2017). The results are expected to provide valuable insights into how ChatGPT supports or potentially hinders students' learning experiences, which can inform future educational practices and policy.

This study responds to a clear and pressing gap in current educational technology research: the absence of empirical insight into how students actually

experience AI tools like ChatGPT in authentic language learning contexts. While AI integration has advanced rapidly, especially in higher education, much of the academic discourse remains speculative or overly focused on surface-level benefits (Yakin & Wirza, 2024). In contrast, this study adopts a grounded and methodologically rigorous approach by examining the user experience of English Language Education (ELE) students at University in Bali a context that reflects both the promises and the tensions of AI adoption in developing educational ecosystems.

To structure this investigation, the study employs the established framework of the User Experience Questionnaire (UEQ), which offers a comprehensive view of digital interaction beyond mere functionality. It encompasses six critical dimensions: Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, and Novelty. These categories allow for an in-depth evaluation of both the pragmatic and affective dimensions of students' engagement with ChatGPT—facets often overlooked in AI-in-education research. By doing so, the study elevates the conversation from “Does ChatGPT work?” to “How does it feel to use, and what does that experience mean for learning?”

This study critically examines not only ChatGPT's strengths as a language learning aid but also its potential drawbacks. Key questions arise: Does it foster learner autonomy and clarity, or create new dependencies and confusion? Does it genuinely engage students, or merely reproduce passive learning habits long critiqued in digital education? These are fundamental, not peripheral, inquiries—

central to evaluating whether AI meaningfully supports language acquisition or simply adds technological complexity without pedagogical substance.

The Indonesian education landscape presents distinct challenges—unequal infrastructure, varied digital literacy, and ongoing pedagogical shifts from teacher-centered to student-centered learning. Within this environment, studying ELE students' interactions with ChatGPT offers critical insight into issues of equity, accessibility, and adaptability in edtech integration. Such localized inquiry challenges global narratives that often assume uniform conditions for AI adoption in education.

Focusing on ELE students who must develop both linguistic and technological competencies, this research occupies a strategic intersection of two core 21st-century skills. It goes beyond documenting usage to critically analyzing perception, assessing impact, and questioning normative assumptions. By foregrounding student experiences, the study disrupts a discourse typically shaped by developers, institutions, and abstract pedagogical ideals.

The study's contribution is not only empirical but conceptual. It redefines user experience as an active, meaning-making process that shapes learning outcomes. It calls on educators, designers, and policymakers to move beyond efficiency-driven narratives and engage with deeper questions of student engagement, ownership, and instructional relevance. Through this lens, the research advances a more critical, student-centered, and contextually grounded understanding of AI in language education.

1.2 Problem Identification

The growing use of ChatGPT in education is often praised for its potential to enhance learning. However, most research remains speculative—emphasizing theoretical benefits without examining how students actually use and experience the tool. This creates a misleading narrative that assumes effectiveness without empirical support.

In the Indonesian context, studies on AI in education rarely go beyond access and general usage, such as examining whether students have access to tools like ChatGPT or simply describing how they use it for tasks like translation or summarizing. There is a clear lack of focused research on students' real interactions with AI tools like ChatGPT—particularly in language learning, where user experience plays a vital role in engagement, comprehension, and skill development.

At University in Bali, ChatGPT is being introduced to English Language Education (ELE) students. Yet, no research has investigated how these students perceive or experience the tool in their learning. This absence of evidence not only limits our understanding but risks poor implementation of AI in pedagogy.

This study critically responds to that gap by focusing on the actual user experience of ELE students, providing much-needed insight into how ChatGPT supports or potentially hinders English learning in a real academic environment.

1.3 Research Question

This study seeks to answer the following research question. What is the user experience of university students in using ChatGPT in the English learning context?

1.4 Research Objective

This study aims to explore and understand how students in the English Language Education (ELE) program at University in Bali experience using ChatGPT as part of their English learning process.

1.5 Research Purposes

The purpose of this study is to investigate the user experience of ELE students at University in using ChatGPT as a tool to support their English language learning.

1.5 Research Significance

This study has theoretical and practical implications for the readers, which can be summarized as follows:

a. Theoretical Significance

This study is expected to contribute to three main aspects:

1) Theoretical Contribution

This research enriches the literature on user experience in AI-based learning contexts, particularly through the use of ChatGPT. By adopting the User Experience Questionnaire (UEQ) as a measurement tool, this study offers a more comprehensive approach to evaluating user interaction, covering not only cognitive aspects but also affective and aesthetic dimensions.

2) Practical Contribution

The results of this study can serve as a reference for lecturers and curriculum developers in understanding students' perceptions and comfort levels when using ChatGPT as a learning medium. Consequently,

technology integration strategies in English language learning can be designed more effectively and aligned with students' needs.

3) Empirical Contribution

This study provides empirical data regarding students' experiences in using ChatGPT in higher education, specifically in the English Language Education program. The findings may serve as a foundation for further research that explores the effectiveness and sustainability of AI usage in educational contexts.

b. Practical Significance

1) For Students

Students will become aware of the factors that support and inhibit the use of AI-based applications in their English language learning. Findings from this artificial intelligence (AI) ChatGPT research will be crucial in determining the most appropriate and effective approaches and methods for their future learning activities.

2) For researchers

The findings of this study can be used as a reference or sources to design similar study with deeper analysis.