

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Over the past few decades, rapid technological advancements have influenced many aspects of human life, including communication to transportation, economics, and any other sectors that need the support of technology. The primary aim of technology is to enhance efficiency in human tasks and activities (Raja & Alagumathi, 2024). In educational settings, digital technology facilitates creativity and innovation, which motivates students to engage in learning (Santosa et al., 2024a). Nowadays Artificial Intelligence represents the recent development of technology, becoming a part of 21<sup>st</sup>-century life and serving as a tool to enhance various sectors (Górriz et al., 2020). In recent studies AI can be understood as modern computer science that focused on developing programming approaches that imitate human intelligence and perform tasks in daily life. In the field of education, AI has demonstrated a potential to enhance the quality of learning. Previous study has found that students' consider AI-based applications as helpful and innovative tools for enhancing English language skills (Enzelina et al., 2023). AI tools, such as automated grading systems, offer immediate feedback on students' assignments, allowing students to quickly identify mistakes and improving learning outcome (Rutner & Scott, 2022). In addition, AI-powered application are utilized for writing, listening, reading activities, speaking, providing personalized and interactive practice with real time feedback, allowing students to improve their skills independently

(Indrayani et al., 2025; Purnamawati et al., 2025; Suardika et al., 2024). In this context, ChatGPT represents a recent advancement in AI with the potential to enhance educational practices.

According to Ray (2023) ChatGPT is an AI language model developed by OpenAI. It is designed to generate conversational responses and has been fine-tuned to provide human-like replies to user queries and writing activities such as essays, captions in social media, and articles (Darma et al., 2023). In language learning, ChatGPT offers numerous advantages, particularly its capacity to deliver instant feedback on grammar and vocabulary, which is beneficial for learners who struggle with mastering these aspects. By providing immediate feedback and interactive dialogues, ChatGPT might become a helpful tool for both learners and educators (Barrot, 2023). With those responsive and adaptive features, students are more likely to engage with materials to fulfill their learning needs. Differentiate learning strategies provided by ChatGPT allow students to engage with content in ways that align with their learning styles, while research suggests that ChatGPT boosts motivation, fosters a dynamic participatory educational environment (Jayaputri, 2024). Additionally, the integration of AI technology in education showed that ChatGPT demonstrates transformative opportunities to enhance learning experiences and personalizing instruction (Firat, 2023). The feature in ChatGPT increases students' participation and discussion, allows students to participate in discussions at the same time and facilitate them to manage learning at their own pace (Lin et al., 2024). The effectiveness of ChatGPT in producing responses is associated to its extensive training set, which

simulates human writing patterns. Recent studies highlight that ChatGPT supports EFL learners' language performance by improving grammar, coherence, and idea development, while also providing personalized feedback and motivation (Kirana & Santosa, 2024). While ChatGPT could facilitate personalized learning, this tool fosters students' critical thinking. The use of technology such as ChatGPT appears to assist students in gaining confidence in their critical thinking abilities and help students to understand complex concepts (Guo & Lee, 2023). Through utilizing ChatGPT in problem-solving scenarios enables students to involve themselves in strategic thinking. Interacting with AI in this way enhances the learning experience and fosters abilities necessary for real-world problem-solving (Li, 2023). Moreover, the interactive capability of ChatGPT allows students to actively analyze and discuss an issue, which makes them active participants in their learning experience (Dai, 2024). ChatGPT integration in EFL learning has been found to enhance writing, vocabulary, grammar, and motivation, still its limited effect on issues such as plagiarism and over-reliance highlight the need for careful educational integration (Iswari et al., 2024). However, the successful integration of AI technologies, such as ChatGPT into educational settings might depend on students' acceptance and effective use of this tool.

In terms of using ChatGPT technology, acceptance refers to the level of approval and willingness to use the tool into their academic works (Liu, 2024; Strzelecki, 2024). According to Almogren et al. (2024), acceptance is influenced by factors like personal competency, social influence, and trust. Personal competency such as users perceived skill in using technology affect their

willingness to adopt tools like ChatGPT. Understanding how to use ChatGPT and navigate it effectively is part of competence, which can increase users' further usage (Al-kfairy, 2024). Users that have trust in the ChatGPT technology and the entity behind it might be more willing to accept it (Menon & Shilpa, 2023). When students find an AI tool easy to use, they are more likely to adopt it into their study routines (Zogheib & Zogheib, 2024). Additionally, when students see that their friends are utilizing ChatGPT successfully, it might leave a positive impression and increase the possibility that technology will be accepted as well (Supianto et al., 2024). The acceptance of ChatGPT technology in education has been analyzed through the Technology Acceptance Model (TAM), which highlights the complex interaction of factors influencing students. Research consistently demonstrates that perceived usefulness and ease of use influence the intention to adopt ChatGPT in educational contexts. Teacher also reported that these factors positively impacted their behavioral intention to integrate ChatGPT into their classrooms (Al-Marzouqi et al., 2024; Mutammimah et al., 2024). In the case of EFL learners, acceptance of technology as a tool to support their learning process might be influenced by the feeling of positive emotion towards using such a tool. Positive emotions can stimulate learners' enthusiasm in learning and acceptance toward technology, which is beneficial to improve their learning (An et al., 2022; Wu et al., 2021). Thus, enjoyment as one of the positive emotions can be considered a key factor that influencing students' acceptance of ChatGPT as a supportive technology in language learning.

Enjoyment is defined as a sensation of pleasure and satisfaction that arise when individuals not only fulfill their needs but exceed them, particularly while engaging in difficult activities (Dewaele & Macintyre, 2016). Perceived enjoyment is considered as an intrinsic motivator, meaning it influences the adoption of using technology in online learning because it is enjoyable (Walt et al., 2024). According to Dewaele and Li (2022) enjoyment enhances learner's willingness to communicate and engage with peers. Based on Technology Acceptance Model (TAM), the perception of enjoyment significantly influences user's behavioral intention to accept and utilize technology (Mohamad et al., 2021). TAM states that two key factors which are perceived usefulness and perceived ease of use influence technology adoption, while enjoyment is seen as an additional moderator. Cano & Nunez (2024) emphasize that alongside usefulness and ease of use, perceived enjoyment plays a critical role in predicting users' intention to adopt new technologies. Research on ChatGPT further supports this view, showing that enjoyment significantly impacts users' willingness to engage with the tool. For instance, Tuan et al. (2024) found that when users experience an enjoyable interactions, they are more likely to assign high usefulness to the chatbot, believing it as a valuable tool for brainstorming, drafting, or boosting productivity. Since enjoyment is one of key factors in technology acceptance as explained before, it is reasonable to assume that students who find using ChatGPT enjoyable will be more likely to accept it as a helpful tool in their language learning process. While previous studies have investigated ChatGPT's effectiveness and its acceptance among students there is still limited research that

specifically focuses on acceptance and end enjoyment of ChatGPT, especially among EFL learners in Indonesia. Moreover, there is currently no research has been done on ChatGPT's acceptance and enjoyment among English Education students at Ganesha University of Education. This study aims to address this gap by examining the students' acceptance and enjoyment toward ChatGPT in language learning.

## **1.2 Problem Identification**

The integration of AI technologies, particularly ChatGPT, has gained considerable attention in educational settings due to its potential to enhance interactive and personalized learning experiences. ChatGPT provides immediate responses that allow students to obtain explanations quickly and adapt their learning strategies based on individual preferences (Kartal, 2023; Klayklung et al., 2023). Previous studies showed that the integration of AI-generated conversation in language learning could enhance students' intrinsic motivation by making the learning experience more engaging and enjoyable (Yıldız, 2023).

Previous studies revealed diverse perceptions about ChatGPT. For instance, A study by Ho and Nguyen (2024) reported that while many students found ChatGPT easy to use and effective for improving language learning, others expressed neutral or skeptical opinions about its usefulness, showing a lack of strong belief in its effectiveness as a learning tool. Similarly, Rajala et al. (2023) highlighted reliability issue that led students to question ChatGPT overall usefulness, which brings negative views of its ease of use. In addition, a study conducted by Park (2023) stated that students have mixed experienced when using

ChatGPT for assignments or study aids. Some students valued ChatGPT's functions for generating ideas and drafts, but others report dissatisfied when its responses did not meet their academic standard or provide appropriate explanation for complex issues. Alongside, the influence of enjoyment might be a significant factor influencing technology acceptance. Davis et al. (1989) showed that perceived enjoyment could motivate users to get involved with new technology. In instance, previous study by Hasni et al. (2022) linked higher enjoyment to stronger intentions to continue using educational technologies. In addition, enjoyment has been highlighted as an affective factor that influences technology adoption. When students perceive a tool as easy to use, it is often because they also experience enjoyment while engaging with them (Li et al., 2024). Enjoyment helps minimize the sense of effort required in learning and applying tool, as the result learning process feels less intense and more accessible. Although acceptance constructs such as perceived usefulness and perceived ease of use have been widely studied, the affective dimension of enjoyment remains underexplored in the context of ChatGPT.

In Indonesian culture context, many Indonesian students often privilege social harmony and face saving. Indeed, studies in various Indonesian contexts report anxiety, insecurity, and hesitation to participate in classes. For example a case study of EFL students revealed they often remain silent, rarely respond in class due to anxiety and lack of confidence (Giantari et al., 2023; Pambayun, 2024). In this environment, a private and non-judgmental space like ChatGPT may serve as an important support for learners, allowing students to seek



clarification, practice language, and explore ideas without the pressure of classroom evaluation. This becomes relevant for English Education students at Undiksha, where students are encouraged to be critical and creative in their academic activities. However, similar to the broader trends of Indonesian EFL classrooms, students often display reticence and concerns about being judge by lecturers or peers. Therefore, a further analysis of students' acceptance of ChatGPT and the role of enjoyment in shaping their acceptance. This study thus aims to descriptively analyze students' acceptance of ChatGPT using a modified TAM incorporates perceived enjoyment and behavioral intention. In addition to explore dimensions of enjoyment using the 9FLE framework to explain how students emotionally engage with ChatGPT in English language learning.

In the early stage of research, the preliminary data was collected through a survey with open and closed questions and interviews with the students in English Language Education Study Program at Ganesha University of Education. The survey is distributed to English Language Education students in Ganesha University of Education with 21 participants. This approach was designed to provide early data to understand the topic of students' acceptance of ChatGPT in the learning process, specifically in the English language. The survey showed that all respondents are familiar with ChatGPT. 95.2% students ever use ChatGPT in English language learning context with various uses ranging from searching for materials, translating complex sentences to English, finding new vocabulary, and even the students use ChatGPT to find ideas for their research topics, meanwhile 4,8% never use ChatGPT in any context. In addition to the survey, interviews



were conducted to capture more detailed data on the participants' perspective toward ChatGPT. The interview results revealed a positive response toward ChatGPT. One participant stated, *"Using ChatGPT is very helpful in doing my assignment. Sometimes when I write something and suddenly run out of ideas, I often use ChatGPT to look for inspiration about what I'm going to write"*. Other students had similar opinions, stating that ChatGPT helps them in doing their tasks, such as finding materials or translating words into English. Based on the preliminary data, it shows that the majority of English Language Education students at Ganesha University of Education are familiar with ChatGPT and have utilized it in various ways to support their language learning. The large number of percentages who have used ChatGPT suggests this technology is gaining acceptance in educational context.

Seeing this connection between acceptance with technology and enjoyment, further research is needed to be conducted. There are still found different perceptions towards students' acceptance in utilizing ChatGPT, while ChatGPT shows significant benefits as a learning tool, students may have concerns about utilizing ChatGPT. Factors such as perceived ease of use, reliability issue, and mixed experience in educational settings might affect their willingness to accept ChatGPT into their language learning activity. Another factor which is enjoyment needs to be investigated particularly towards users' acceptance in utilizing ChatGPT. Considering these findings, it is crucial to analyze more into students' acceptance of ChatGPT. In addition, understanding how enjoyment influences

students' acceptance of ChatGPT as a learning tool will provide important insights into its continued integration in educational settings.

### **1.3 Research Question**

1. What is English Language Education students' acceptance level at Ganesha University of Education in using ChatGPT on Language Learning?
2. How does enjoyment shape English Language Education students' acceptance of ChatGPT in English language learning?

### **1.4 Research Objective**

1. This research aimed to investigate the acceptance level of English Language Education students at Ganesha University of Education in using ChatGPT on language learning process.
2. This research aimed to analyze the enjoyment shape English Language Education students' acceptance of ChatGPT in English language learning.

### **1.5 Significant of the Research**

1. For Educational Technology: This research will provide insights into how AI technology, especially ChatGPT, can be integrated into education by understanding student acceptance and enjoyment.
2. For Lecturer: This research will provide lecturers with a deeper understanding of how students engage with ChatGPT, by recognizing the factors that influence student acceptance and enjoyment.
3. For future research: For further study on the application of AI in education, especially language learning, this research may provide a solid foundation.

### **1.6 Limitation of the Study**

This study was focused on students at Ganesha University of Education specifically in the English Language Education department. This might limit the findings' result to different universities or larger student groups. This study also assumes that students have some level of familiarity with AI technology, such as ChatGPT. However, students' various experiences with technology may affect their acceptance and the feeling of enjoyment.

