CHAPTER I
INTRODUCTION

1.1 Research Background

The rapid development of artificial intelligence (AI) in education has opened up new opportunities to support and enhance teaching practices and student learning experiences. AI has significant potential to drive progress and innovation in educational settings, with a particular focus on English language education (Kyle, 2024; Hatim, 2024). Among the many emerging AI tools, OpenAI's ChatGPT (Generative Pre-trained Transformer) has garnered considerable attention due to its advanced ability to understand and generate natural language (Birhane et al., 2023; Ahmad et al., 2023). ChatGPT has numerous uses in higher education, such as assisting with assessment design, essay generation, and translation.

Furthermore, ChatGPT allows users to summarize text, ask and answer questions, and interact with others, such as peers (Haekal et al., 2023; Nguyen, 2024). This model can also demonstrate creativity, generating engaging content in a variety of formats, from paragraphs to research articles, to aid in the development of writing, speaking, vocabulary, and other skills. Therefore, ChatGPT can be a useful AI writing tool for education. Its use in educational technology refers to the usability for students and teachers to achieve their learning activities and teaching goals. However, many researchers argue that ChatGPT has significant shortcomings, such as poor comprehension and misinformation (Xiao & Zhi, 2023; Nguyen & Dieu, 2024; Haruzah, 2024). ChatGPT is said to have poor comprehension because it doesn't truly understand what is being said and relies solely on patterns in existing data. Moreover, misinformation is common in ChatGPT because the tool often provides inaccurate or misleading information, as the data provided in its responses sometimes contains errors and outdated or irrelevant information. These shortcomings can affect the level of usability and user enjoyment of ChatGPT.

Usability and enjoyment are key factors influencing the effectiveness and adoption of educational technology in language learning contexts (Xu & Thien, 2024; Cano & Nunez, 2024; Al-Adwan et al., 2023). Usability describes how easily and efficiently students use and interact with ChatGPT in their learning activities (Nielsen, 2024), while enjoyment relates to their level of satisfaction and engagement with the tool (Dewaele & MacIntyre, 2014; Li & Wei, 2023). Positive perceptions of usability can increase students' willingness to use the tool consistently, while enjoyment can contribute to sustained motivation in language learning (Zulfikar et al., 2019; Aljumah, 2020; Naviantara et al., 2023; Cui, 2025). However, despite the growing interest in AI-based educational applications, there remains a gap in empirical research regarding students' perceptions of the usefulness and enjoyment of ChatGPT in English language education.

Regarding usability, ChatGPT also needs to be evaluated in terms of its effectiveness, efficiency, and satisfaction, particularly in educational contexts. Usability refers to how effectively and efficiently a software application supports its users in completing tasks, as well as how well the system enables them to achieve specific goals in specific contexts and conditions (Ibnurozi et al., 2020). Therefore, in the context of usability, there are advantages and disadvantages, particularly regarding the usability of ChatGPT. Despite its many advantages, as previously mentioned, ChatGPT still has many shortcomings, such as unreliable and unclear reference sources, student dependence on ChatGPT, and even ChatGPT, which was once considered capable of replacing the role of teachers (Naweed et al., 2023).

Therefore, to better understand how these advantages and disadvantages affect user experience, the discussion of usability needs to be reviewed based on concepts and indicators presented in the relevant literature. According to Pressman (2021), usability is the level of usability of an application interface that can be used to facilitate users in determining the level of usability, experience, enjoyment, and satisfaction. Usability aspects can be used to ensure that interface and interaction designs are properly designed to facilitate interaction. Usability is crucial because it indicates how user-friendly an application is, thus increasing productivity. Usability is a crucial aspect of software, reflecting how effectively and comfortably users can interact with the application interface. One

of the main indicators in determining an application's usefulness for users can be seen from its usability level. In consequence, regular evaluation of usability aspects, which play a role in interface usage, is necessary.

Another study conducted by Adi & Ulfah (2023) was written to provide readers with information on user perceptions of ChatGPT's usability, focusing on effectiveness, efficiency, and user satisfaction. ChatGPT, developed by OpenAI, is a machine learning-based text generation platform designed to generate natural-sounding text. Their study, involving 121 participants, used the System Usability Scale (SUS) method and was validated for accuracy and reliability in evaluating the platform. The results showed a SUS score of 67.44, indicating that users were generally satisfied with the platform's performance. Overall, ChatGPT was considered useful due to its ability to generate concise, clear, and natural text within seconds, as well as its accessibility anytime and anywhere. Users also appreciated its flexibility, including answering questions, generating various text types, and correcting spelling errors. However, this study also highlighted several limitations. While it can provide information from multiple sources, ChatGPT's knowledge is limited to data available as of 2021, which may reduce the reliability of its responses for topics requiring the most up-to-date information.

Several previous studies related to the proposed research exist, specifically regarding the evaluation of a system's usability. A 2019 study by Kharis et al. used the System Usability Scale (SUS) to assess the usability of a labour market information system from a user perspective. The study found that the system received a SUS score indicating excellent usability for user acceptance. This suggests that while the system was generally functional and accessible, certain areas may require improvement to improve overall user satisfaction and system efficiency. Another 2021 study by Aisyah et al. evaluated the usability of a provincial education office website in Indonesia using the System Usability Scale (SUS). The study reported SUS scores indicating acceptable levels of usability. Based on these findings, the researchers provided specific recommendations for improving the website's interface, accessibility, and overall user experience, with the goal of increasing its effectiveness in serving the user public.

Research conducted by Wibowo et al. in 2018 aimed to evaluate the usability of university websites using the System Usability Scale (SUS). This study also included validity and reliability testing to ensure the accuracy of the collected data. The results showed SUS scores indicating an acceptable level of usability, with excellent scores from a user perspective. Meanwhile, Salamah (2019) conducted a similar evaluation of another university website using the same SUS method, using 10 standard questions to indicate the site's visual appeal and functional performance. In addition to using a questionnaire, this study also conducted interviews with several respondents to obtain baseline data. The study revealed poor and unacceptable SUS scores. These findings highlight the importance of usability on digital platforms in educational contexts. However, existing research has primarily focused on website usability and has not addressed the usability or user enjoyment of AI-based educational tools like ChatGPT. This highlights a gap in previous studies that has not been fully explored, which is the focus of this research.

Moreover, in the context of language learning, technology evaluation is not limited to usability but also needs to consider the enjoyable dimension of the learning experience for users. Enjoyment is often viewed as a relevant factor in language learning because it contributes to sustained engagement and encourages repeated practice (Nisa, 2024). In educational psychology, enjoyment is understood as a positive emotional response characterized by feelings of interest, pleasure, and reduced boredom during the learning process. This emotional engagement plays a crucial role in maintaining attention, increasing motivation, and encouraging students' willingness to interact with learning materials.

Theoretically, enjoyment refers to the emotional experience of joy, interest, pleasure, and the absence of boredom (Li & Wei, 2023). Enjoyment is also considered one of the core emotions in language learning, particularly in the context of a foreign language (Dewaele & MacIntyre, 2014). In education, this positive emotion is believed to broaden students' attention to language input, strengthen linguistic awareness, and encourage active exploration and engagement (Mierzwa, 2019). Similarly, Dewaele and Proietti Ergün (2020) explain that enjoyment is an emotion that often arises when learners feel progress or have positive interaction

experiences. In other words, enjoyment in language learning can stem from supportive social interactions or from a sense of progress toward a specific goal.

Empirical findings further reinforce the importance of this emotional aspect. Research shows that positive emotions in a language learning environment are associated with increased willingness to communicate, persistence in learning, and better learning outcomes (Kuncoro et al., 2024; Yue & Rashid, 2025). In the context of technology-based learning, interactive and responsive tools tend to create a more enjoyable learning environment, thus encouraging more active language exploration (Harahap et al., 2025). AI-based technologies, including ChatGPT, are often considered attractive because they provide flexible practice, relatively quick feedback, and less stressful interactions compared to conventional classroom settings.

In this study, the relevance of enjoyment was evident in students' experiences using ChatGPT as a learning support tool (Prameswari, 2025). The system's interactive nature and its ability to provide immediate responses have the potential to foster curiosity and reduce anxiety when practicing a language. This aligns with previous research showing that enjoyable learning experiences contribute to stronger engagement and more consistent use of learning technology (Li et al., 2024; Kusumo et al., 2024).

Conversely, the relationship between usability and enjoyment is inextricably linked. Usability refers to the extent to which a system can be operated effectively and efficiently to help users complete their tasks. Meanwhile, enjoyment relates to the satisfaction and pleasure felt during the use process. The two influence each other. Systems that are easily accessible, responsive, and tailored to user needs tend to enhance positive experiences. Conversely, obstacles such as slow responses, irrelevant answers, or difficulty understanding complex questions can lead to frustration and decrease enjoyment. Thus, usability has the potential to be a factor that either enhances or hinders users' emotional experiences.

Although the importance of enjoyment and usability in language learning has been widely discussed, research specifically examining these two aspects in the use of ChatGPT, particularly in the Balinese context, is limited. Most

previous studies have focused on evaluating the usability of digital platforms in general, such as educational websites, and have not deeply examined user experiences with AI-based tools in language learning. However, with the increasing use of AI technology in education, understanding levels of usability and user enjoyment is becoming increasingly important, especially in local contexts with their own unique characteristics.

Therefore, this study aims to fill this gap by investigating the levels of usability and enjoyment of English Language Education students using ChatGPT as a tool to support English language learning. Through this study, it is hoped that a more comprehensive picture of how these two aspects play a role in students' learning experiences will be obtained, while also contributing to the development and utilization of AI technology that is more suited to the needs of local educational contexts.

1.2 Identification of the Problem

The use of artificial intelligence (AI), particularly OpenAI's ChatGPT in the field of education offers considerable opportunities to enhance both teaching and learning. This potential is especially evident in the field of English language education, where AI able to support and enrich overall learning experience (Kyle, 2024; Hatim, 2024). However, despite the promise of these tools in improving the educational experience, several drawbacks have been identified, including poor understanding, misinformation, and students' over-reliance on AI (Xiao & Zhi, 2023; Nguyen & Dieu, 2024; Haruzah, 2024)

Here also in the context of usability, namely the aspects of effectiveness, efficiency, and satisfaction in a particular context of use (Nielsen, 2024). Well, in the context of usability, here there are advantages and disadvantages in the aspects of effectiveness, efficiency, and satisfaction of use because there are still many shortcomings of ChatGPT that are felt, such as reference sources from ChatGPT that are less reliable and do not even have clear sources, then student dependence on ChatGPT, even ChatGPT which is considered capable of replacing the role of teachers (Naweed et al., 2023).

Moreover, the influence of enjoyment, an important emotional component in language learning, has not been explored in the context of using ChatGPT in English language education, especially in Bali. Therefore, it is important to consider students' enjoyment when implementing technology in the classroom such as the use of ChatGPT. Although it is important to investigate user enjoyment in using technology, there is still a lack of research discussing students' enjoyment in using ChatGPT for English language learning. As indicated by previous studies, the use of ChatGPT still has several weaknesses. Therefore, this study raises this issue as an urgency to determine the level of usefulness of English language education students in using ChatGPT for English language learning. In this study, the researcher will further investigate the enjoyment of English language education students when using ChatGPT.

Preliminary research has been conducted at one of the campuses, namely the Ganesha University of Education located in Singaraja, Bali to examine the application of Chat GPT in English learning. In this study, participants were selected, namely 8th semester students of the English Education study program because students in this semester are accustomed to using several types of AI and are enthusiastic about using AI, especially ChatGPT in making assignments such as theses. Through preliminary interviews and surveys, it was found that Chat GPT had occurred in the Ganesha University of Education environment and had been used by students to help make their assignments but had not really been used in the learning system in the class. The results further showed that using ChatGPT offers certain strengths, but it also comes with some weaknesses. The advantages are quite helpful in making their assignments such as finding materials, references, making theses, etc. However, the disadvantages such as ChatGPT quite often provide irrelevant and inaccurate answers, invalid sources, and inappropriate answers so that they must be asked again specifically.

Then from these problems, researchers are interested in examining the level of usability and enjoyment felt by English language education students in using ChatGPT for their English language learning. Judging from the preliminary research that has been conducted, the level of usefulness and enjoyment is still lacking in research at Ganesha University of Education, especially for students of

the English language education study program. Therefore, it is very important to study and understand students' perceptions regarding the level of usefulness of ChatGPT, especially in the field of English if we want to know whether this tool is effective or not and how much enjoyment students feel in using ChatGPT, especially in learning English. Because by knowing the level of usefulness and enjoyment, students can show how well the tool helps teaching practices and show how well the tool helps them in learning. Students are the centre of learning that influences the success of every innovation in language teaching and learning. Understanding how students view technology and how they interact with it is essential to properly integrate students into the educational environment, adapt educator strategies to meet student needs, and establish supporting policies that enable habit builders to utilize educational innovations quickly and appropriately. In the education system, AI technology is increasingly being used to support and improve various aspects of teaching and learning. With advanced language translation capabilities, AI tools like Chat GPT have the potential to transform language education by offering an interactive and responsive learning environment.

1.3 Research Limitations

The limitation of this study is that the participants of this study include all semester of English Language Education students at Ganesha University of Education, further research can be conducted using participants from all study programs to obtain broader research results. In addition, the study is to determine the usability level and perception of enjoyment of English Education students in using Chat GPT for English learning.

1.4 Research Questions

1. What is the perception of usability level of English language education students at Ganesha University of Education (Undiksha) in using ChatGPT for English language learning?
2. How do the English language education students at Ganesha University of Education (Undiksha) perceive enjoyment using ChatGPT for English language learning?

1.5 Research Objectives

1. This research aims to investigate usability level of English language education students at Ganesha University of Education (Undiksha) in ChatGPT for English language learning

2. This research aims to investigate the enjoyment felt semester English language education students at Ganesha University of Education (Undiksha) in using ChatGPT in English language learning

1.6 Significance of Research

1.) Theoretical Significance

This study is expected to enrich existing academic discussions related to the use of artificial intelligence, particularly ChatGPT, in English language education. By exploring students' perceptions of ChatGPT's usability and enjoyment, this research provides insights into how learners experience and interact with AI-based tools in their learning process. The findings may help address gaps in previous studies that examined similar topics but were conducted in different educational contexts, locations, or research designs.

2.) Practical Significance

1. For English course lecturers, the results of this study can serve as a reference for English language lecturers in considering the integration of ChatGPT into classroom activities. By understanding students' perceptions usability and enjoyment of ChatGPT, lecturers may better evaluate the potential advantages and limitations of ChatGPT before applying it as a learning support tool in English language instruction.

2. For students, this research can offer students broader insights into the use of ChatGPT in English language learning. It may help them recognize the possible benefits of using ChatGPT while also becoming more aware of the challenges or limitations that should be taken into account when relying on AI-based tools.

3. For future research, the findings of this study may provide a useful reference for future researchers who are interested in investigating the use of artificial intelligence in education, particularly in the field of language learning. This study can serve as a foundation for further research focusing on different perspectives, educational levels, or technological developments related to AI-assisted learning.