

CHAPTER I

INTRODUCTION

This chapter includes research background, problem identification, limitation of the problem, research questions, objectives of the study, and research significances.

1.1 Research Background

Learning motivation is a fundamental factor in the learning process that determine student success in the learning process (Gahramanli, 2024). With motivation, students are encouraged to actively participate in lessons, try to understand the material, and complete assignments seriously. Motivation not only affects the intensity of the effort made by students, but also determines how long they are able to maintain focus and consistency in learning. Highly motivated students usually show a consistent passion for learning, a desire to explore more deeply, and perseverance in facing challenges during learning (Gahramanli, 2024). They are also more open to feedback and have confidence in achieving learning goals. Conversely, students who have low or no motivation tend to be passive, give up easily and lack interest in the learning process (Gahramanli, 2024). Consequently, reduced learning motivation can negatively affect students' academic achievement, decrease their engagement in classroom activities, and increase feelings of boredom and disengagement during lessons. Although the use of technology in English language education has demonstrated considerable positive impacts, maintaining students' learning motivation continues to be a common issue encountered across various

educational levels (Monalisa et al., 2024). There are still students who are less enthusiastic in attending lessons, look passive in class, and do assignments just to fulfill obligations.

Students' learning motivation in Indonesia varies considerably, with levels ranging from very high to very low. Despite this variation, a significant number of students continue to demonstrate low motivation toward learning. This issue may be influenced by several factors, including limited support from the learning environment, the negative effects of digital media, insufficient parental involvement, less engaging instructional methods, and excessive involvement in online gaming. Haratua et al. (2024) found that students with online gaming addiction showed a significant decrease in learning motivation. It can be seen in low academic achievement, poor concentrations in class, and minimal involvement in school activities. This finding reinforces the notion that excessive gaming habits can disrupt students' enthusiasm for learning. Meanwhile, research conducted at MTs Darul Ulum Budi Agung shows that monotonous learning methods, unconducive learning environment, and lack of student confidence are the main causes of low student learning motivation (Ulfa et al., 2024). A similar phenomenon was also found in students of MTs Yaspen Muslim Pematang Tengah. Rahmat & Sabariah (2024) noted that the lack of learning media, facilities and infrastructure, and monotonous learning methods contributed to the lack of motivation to learn Fiqh for grade 8th students in the era of the industrial revolution 4.0. This finding strengthens the notion that online game addiction, monotonous learning methods, an unfavorable

learning environment, and a lack of learning media, facilities, and infrastructure have a negative impact on student motivation.

Facing the challenge of low motivation, teachers need to implement more innovative approaches that are relevant to the times. Integrating technology into classroom instruction is one strategy that can be implemented to enhance the learning process. Such an approach is consistent with the principles of 21st-century education, which highlight the development of creativity, critical problem-solving skills, digital literacy, and a commitment to lifelong learning. One of the rapidly developing technologies in this era is artificial intelligence (AI). AI is an intelligent system designed to resemble the way humans think by utilizing large-scale data sets (Chen et al., 2020). One form of AI application that is now widely used in education is ChatGPT, an advanced language model that can answer questions, explain concepts, compose text, and guide lessons personally. Rather than being regarded as a threat, ChatGPT should be regarded as an educational tool with the potential to promote students' engagement and strengthen their motivations throughout the learning process. ChatGPT theoretically has great potential to support English language teaching (Budiarta & Kusuma, 2024). The development of language skills, such as speaking, writing, listening, and reading, is strongly influenced by students' learning motivation, making motivation an essential component of successful language learning. Although AI tools like ChatGPT can provide assistance in generating ideas, materials, and feedback, previous findings suggest that their use does not automatically improve teaching quality (Budiarta & Kusuma, 2024). Given this situation, exploring the potential role of ChatGPT in enhancing students'

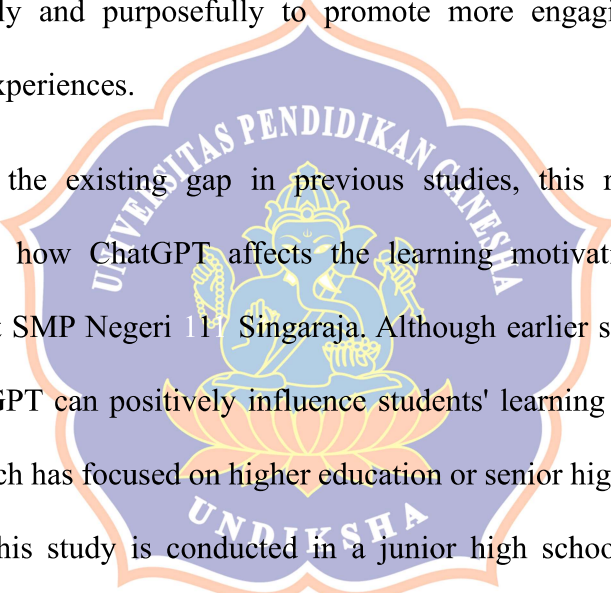
motivation to learn English has become increasingly important, particularly in the context of junior high school education.

The integration of technology in language education can contribute to increased student motivation throughout the learning process (Sutama et al., 2022), so it is important for educators to continue exploring the latest technological innovations that can support student engagement. Recently, ChatGPT has emerged as a promising educational technology. Beyond assisting teachers in creating interactive learning resources, it can also encourage students to become more motivated by offering accurate, prompt, and learner-centered information that meets their individual needs. Kusuma (2023) reported that the use of technology in English language instruction contributes to a more effective learning process while motivating teachers to adopt innovative teaching strategies. Therefore, the development of emerging technologies such as ChatGPT offers considerable potential to enhance students' learning motivation. Qualitative research conducted by Kusuma et al. (2024) revealed that pre-service English language teachers use ChatGPT for a range of educational purposes, including developing creative learning materials, planning collaborative instructional activities, designing assessment tasks, and enhancing their English language proficiency. Although participants acknowledged that ChatGPT may occasionally provide inaccurate information, they continued to view it positively as a resource for enhancing teachers' professional development. These findings suggest that ChatGPT can contribute to improving the quality of instruction, which may in turn have a positive impact on students' learning motivation. Berg & Plessis (2023) show that the use of

ChatGPT makes teachers more creative in preparing teaching materials and more confident in developing lesson plans. Teacher creativity is closely related to engaging learning, which ultimately increases student motivation to learn. Therefore, beyond supporting teachers in improving their professional practices, ChatGPT may also contribute significantly to improving students' motivation and promoting greater participation in learning activities.

ChatGPT stands for Chat Generative Pre-Trained Transformer. ChatGPT is an artificial intelligence that has been pre-trained with a substantial amount of data to generate conversational text naturally (Ge & Lai, 2023). For the purposes of this research, the free-access GPT-5 model of ChatGPT was selected as the intervention tool, as it is the standard version that is publicly accessible for educational applications. Several previous studies have indicated that the use of ChatGPT can positively influence students' learning motivation. Meiriza et al., (2025) reported that ChatGPT exerts a positive and significant influence on students' learning motivation, with a contribution level of 17.3%. Similar findings were presented by Yunarzat & Sida (2024) in a study at SMK Negeri 6 Makassar, which showed that the implementation of ChatGPT media in learning was classified as good, and student learning motivation also increased, with a contribution of 16.81%. In addition, Farman (2023) also confirmed that the use of ChatGPT as a virtual assistant has a positive impact on student learning motivation. With these advantages, Beyond improving access to learning resources, ChatGPT offers opportunities to create a more engaging learning experience by inspiring curiosity, promoting active involvement, and reinforcing students' motivation throughout the learning

process. Based on Kusuma et al. (2024), teachers may utilize ChatGPT as a supporting tool for preparing instructional materials and classroom activities. Therefore, future implementations should focus not only on students' direct use of ChatGPT but also on its integration into instructional planning. However, the findings of these studies are not always consistent. Several factors may affect the effectiveness of ChatGPT, such as the duration of implementation, students' digital competence, the quality of instructional design, and the specific educational context. Consequently, teachers need to integrate this technology thoughtfully and purposefully to promote more engaging and meaningful learning experiences.



Given the existing gap in previous studies, this research focuses on examining how ChatGPT affects the learning motivation of eighth-grade students at SMP Negeri 11 Singaraja. Although earlier studies have reported that ChatGPT can positively influence students' learning motivation, most of this research has focused on higher education or senior high school contexts. In contrast, this study is conducted in a junior high school setting within the implementation of the Merdeka Curriculum at SMP Negeri 1 Singaraja, which promotes student-centered learning through the framework of *Capaian Pembelajaran* (CP) and *Alur Tujuan Pembelajaran* (ATP). These frameworks encourage active student involvement and the integration of digital learning tools to enhance learning engagement and motivation. Although the Merdeka Curriculum does not explicitly identify learning motivation as one of its core components, it places strong emphasis on student-centered learning, meaningful learning experiences, and flexible approaches to instruction. These principles

are indirectly related to learning motivation, as learning activities that are more relevant, active, and aligned with students' needs are expected to enhance students' engagement and motivation in the learning process. Therefore, motivation is regarded as a crucial construct in this study, as it functions as an essential indicator for analyzing the impact of learning implementation based on the Merdeka Curriculum. In this sense, the implementation of ChatGPT is aligned with the principles of the Merdeka Curriculum, as it can function as a digital learning support tool that promotes more interactive and adaptive learning experiences.

In addition, previous studies have not examined learning motivation in depth based on specific dimensions offered by models such as ARCS. Therefore, this study uses the ARCS motivation model developed by Keller (2010), which includes 4 main components: Attention, Relevance, Confidence, Satisfaction. Keller (2010) emphasizes that motivation can be formed systematically through learning design that is able to attract attention, build confidence, and provide learning satisfaction. In the present study, learning motivation is conceptualized based on Keller's ARCS Motivation Model. Accordingly, students' motivation is evaluated through four dimensions: Attention, Relevance, Confidence, and Satisfaction. To investigate the research objectives, a quantitative method employing a quasi-experimental design was adopted, involving one experimental group and one control group. The instrument that will be used in this study will be the Instructional Materials Motivation Survey (IMMS) developed by Keller (2010). This questionnaire consisted of 36 statements covering four components of motivation in the

ARCS model, namely Attention, Relevance, Confidence, and Satisfaction. IMMS was used as a post-test to measure students' learning motivation levels after the treatment was given. By focusing on junior high school students in the context of English language learning, this study seeks to fill a methodological and contextual void in the previous literature. When compared to previous research, this study offers new contributions through the application of a validated motivation model to a younger age group, as well as the utilization of AI technology as a learning medium that supports 21st century skills.

Conducting this research is imperative, given the documented decline in student motivation to learn. The persistence of this issue can negatively affect the effectiveness of the learning process as well as learning outcomes. Within the context of English language education, motivation is considered a crucial element because it promotes active classroom participation, increases students' willingness to communicate, and strengthens their persistence in completing complex language tasks (Riyanti, 2019). On the other hand, technological developments, especially artificial intelligence such as ChatGPT, offer great potential as an interactive and personalized learning medium (Hong, 2023). However, its utilization in the junior high school environment is still minimal and has not been systematically researched. This research is relevant because it not only investigates the need for technology-based learning innovations. In addition, this study contributes to the refinement of learning motivation assessment by applying the ARCS Motivation Model. Through an empirical investigation of the influence of ChatGPT on students' learning motivation, particularly in public junior high schools in Bali, the findings are expected to

provide practical insights for teachers in designing more engaging learning experiences while also serving as a scholarly reference for the integration of AI technologies in primary and secondary education.

1.2 Problem Identification

The advancement of digital technology has transformed the way English is taught and learned. Among the emerging innovations, artificial intelligence (AI), particularly ChatGPT, has become increasingly integrated into educational practices. Previous studies have indicated that AI can support the development of students' learning motivation as well as their language skills, including speaking, listening, reading, and writing. However, on the other hand, motivation remains a key requirement for effective learning. Some previous studies have found that there are still many students who feel less motivated in learning, including in learning English. Field research shows that student motivation to learn is still relatively low, especially at the high school level, where conventional learning methods are unable to foster student motivation and academic achievement (Unggasari et al., 2018). This condition highlights the importance of adopting technology-based innovations in education, including the integration of ChatGPT, to create more interactive learning experiences and promote students' learning motivation. Research by Diantari et al. (2018) reported that the integration of digital learning technologies in higher education contributed to improved student motivation. These findings highlight the positive role of technology in promoting students' engagement in learning. Nevertheless, evidence regarding its implementation at the junior high school level remains limited, indicating a need for further investigation. Given the

limited evidence available at the junior high school level, this study was conducted to investigate the extent to which the integration of ChatGPT, as an AI-based educational technology, influences students' learning motivation.

1.3 Research Limitation

This research has several limitations that need to be considered. The researcher only focuses on the use of ChatGPT in influencing the learning motivation of eighth grade students at SMP Negeri 1 Singaraja. The aspects studied were limited to students' learning motivation, not to the improvement of English proficiency itself. In addition, the measurement of motivation in this study refers specifically to the ARCS model developed by Keller, which includes four main components namely Attention, Relevance, Confidence, and Satisfaction. Furthermore, the selection of the experimental and control groups was based on students' English achievement scores rather than their initial motivation levels. As a result, the equivalence of the groups was determined using English academic performance instead of students' baseline learning motivation, which may have influenced the comparison of motivation between the two groups. Therefore, the findings of this study are not intended to be generalized to other educational levels, different learning contexts, or the use of AI technologies other than ChatGPT. These limitations should be taken into consideration when interpreting the findings and may serve as a reference for future research.

1.4 Research Question

In light of the preceding discussion, the research question of the present study is stated as follows:

1. Does ChatGPT use in this study produce statistically significant differences between the controlled group and the experimental group in terms of learning motivation as measured by the overall summative score of the Instructional Materials Motivation Survey (IMMS)?

1.5 Research Objective

1. To examine whether the use of ChatGPT leads to statistically significant differences in students' overall motivation, as measured by the summative score of the Instructional Materials Motivation Survey (IMMS), between the experimental group and the control group.

1.6 Research Significance

1.6.1 Theoretical Significance

The theoretical contribution of this study lies in its potential to enrich and expand the body of knowledge related to the research topic. This research can contribute to advancing knowledge about implementing AI-based technology in the form of ChatGPT in learning to increase student motivation.

1.6.2 Practical Significance

The practical contributions of this research are:

- a. For teachers

The findings of this study are expected to serve as a reference for teachers in integrating AI-based technologies, including ChatGPT, to foster students' learning motivation. Furthermore, this research may contribute new perspectives on the development and diversification of instructional materials and learning media.

b. For students

The implementation of ChatGPT in this study is expected to enhance students' learning experiences by offering diverse learning resources through AI-based technology. In addition, the use of ChatGPT may promote a more interactive and engaging learning process.

c. For Other Researchers

This study is expected to enrich the existing literature by offering findings that may be expanded upon in future studies. In addition, the results are anticipated to provide a useful reference for researchers who wish to examine the application of AI-based technologies, particularly ChatGPT, in educational settings and their potential impact on students' learning motivation.

1.7 Definition of Key Terms

1. Motivation

a) Conceptual Definition

According to Keller & Burkman (1993) motivation is defined as what determines how strong a behavior is and its direction. The strength

of a behavior is commonly reflected in the amount of effort an individual invests, whereas its direction refers to the goals toward which the behavior is oriented. Mahadi & Jafari (2012) also explain motivation is a psychological process that causes the emergence, gives direction, and maintains the persistence of a person's goal-oriented behavior. Meanwhile Ryan & Deci (2000) state that motivation can be categorized into two main forms: intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in an activity because it is personally interesting or satisfying, whereas extrinsic motivation is driven by external incentives, such as rewards, praise, or academic achievement. Both forms of motivation influence learners' behavior and their performance in educational contexts. Based on this perspective, motivation can be understood as a psychological process that shapes the direction, intensity, and persistence of individuals' efforts toward achieving learning goals. Regardless of whether it originates from internal interest or external incentives, motivation plays a vital role in initiating, guiding, and sustaining students' engagement in learning activities.

b) Operational Definition

The motivation variable is operationally defined as the level of students' internal drive that emerges during the learning process when using ChatGPT as a learning medium in English language learning. It is measured based on students' responses to their learning experiences with the instructional media. This learning motivation is not

conceptualized as general learning motivation, but rather as situational learning motivation, which refers to motivation that arises and is influenced by the use of a specific instructional medium during the learning process (Keller, 1987). The measurement of the motivation variable in this study is based on the Instructional Materials Motivation Survey (IMMS), which was developed from the ARCS Motivation Model by John Keller.

2. AI-based Technology

a) Conceptual Definition

Mohamed (2025) artificial intelligence (AI) is a branch of computers science that focuses on the development of intelligent systems capable of understanding their surroundings and performing actions to achieve specific goals. Akintayo et al. (2024), on the other hand, describe artificial intelligence (AI) as a field of study that enables computers to perform tasks traditionally associated with human intelligence, including language understanding, learning from experience, and decision-making. Within the educational context, AI has become an important technological innovation that supports teaching and learning activities, Chen et al. (2020) explain that AI-based technologies can personalize learning, provide automated feedback, and support student engagement through adaptive interactions. Examples of these technologies include chatbots, recommendation systems, learning analytics, and intelligent tutors. Therefore, it can be concluded that AI-based technology mimics human

thought processes to assist, personalize, and optimize the learning process. It enables the creation of adaptive, responsive, and interactive learning environments through automated systems that understand individual student needs.

b) Operational Definition

In this study, AI-based technology refers to the use of artificial intelligence systems that are designed to help the learning process through interactive, adaptive, and automated responses. The implementation of this technology is observed through the learning activities in which students interact with ChatGPT to enhance their understanding and engagement in English language learning. The effectiveness of AI-based technology will be evaluated by analyzing its impact on students' learning motivation.

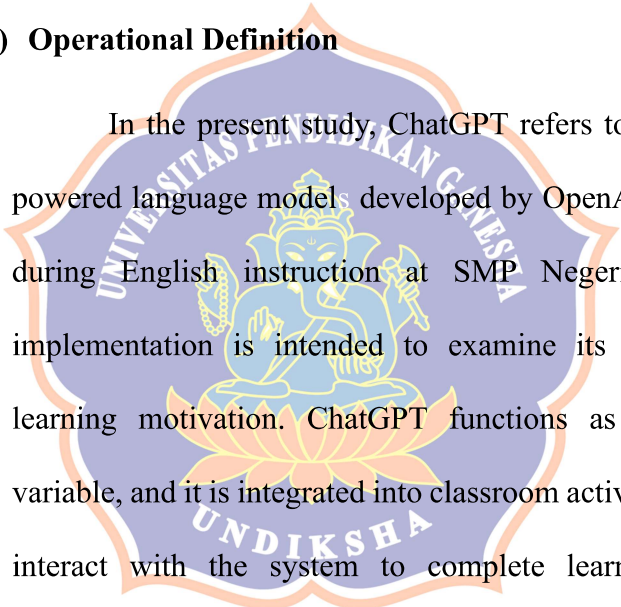
3. ChatGPT

a) Conceptual Definition

ChatGPT is a language model powered by artificial intelligence and developed by OpenAI to produce human-like responses through natural language text interactions. According to Fuchs (2021), ChatGPT is capable of understanding prompts, answering questions, providing explanations, and assisting with various language tasks in an interactive manner. Bin-Hady et al. (2023) explain that ChatGPT, when used in an educational context, can support autonomous learning, improve engagement, and personalize instruction based on students'

needs. Furthermore, Chen et al. (2020) note that ChatGPT can support language learning by providing immediate feedback, increasing learners' confidence, and creating opportunities for practice through interactive conversations. Based on these characteristics, ChatGPT can be understood as an AI-powered text-based technology that facilitates adaptive and responsive communication. As a result, it has the potential to function as an educational tool that enhances students' learning experiences, particularly in the context of language learning.

b) Operational Definition



In the present study, ChatGPT refers to the use of an AI-powered language models developed by OpenAI as a learning tool during English instruction at SMP Negeri 1 Singaraja. Its implementation is intended to examine its effect on students' learning motivation. ChatGPT functions as the independent variable, and it is integrated into classroom activities where students interact with the system to complete learning tasks, receive explanations, and practice English through simulated dialogue. The implementation of ChatGPT is observed during the treatment process and evaluated based on its impact on students' learning motivation, as measured in the post-test.