

## CHAPTER I INTRODUCTION

### A. Research Background

Writing task is one of formative assessment in the education world, especially for English skills in the EFL classroom. The sequence of mastering English skills starts from the most basic: listening, speaking, reading, and writing. Writing skills are difficult to master and most recently. Thus, the pressure on mastering writing skills in English skills needs to be increased. In completing writing tasks for a college student, critical thinking and high writing skills are required. This is because compiling a paragraph requires ideas that can produce coherent and cohesive writing. Structuring paragraphs to be coherent and cohesive requires creative critical abilities. Undergraduate students in Islamic Institution have felt the difficulties. In this matter, a solution is needed to help them complete writing tasks in the EFL classroom.<sup>2</sup>

In the process of completing writing tasks, some obstacles have been experienced by students in the academic world. It includes a lack of time to practice writing skills, a lack of getting comments, and suggestions from lecturers in the EFL classroom. The lack of time to consult with lecturers is due to limited course hours in the EFL classroom. This can have a negative impact on students, such as feeling too lazy to do writing tasks and being insecure about themselves.<sup>3</sup> Writing tasks are of many types. It ranges from first, academic writing: papers, essays, journals, short-answers tests, lab reports, thesis, and dissertations. Second, the types of job-related writing: phone messages, letters/emails, job evaluations, labels, advertisements, and manuals. Third, from the type of personal writing: letters, shopping lists, short stories, poetry, and others.<sup>4</sup> The 3 types of writing assignments can be categorized in the writing assignments in the EFL classroom for college students. The types of

---

<sup>2</sup> Eka Yuni Kurniati and Rahmah Fithriani. "Post-Graduate Students' Perceptions of Quillbot Utilization in English Academic Writing Class." *Journal of English Language Teaching and Linguistics* 7, no. 3 (December 15, 2022): 437. <https://doi.org/10.21462/jeltl.v7i3.852>.

<sup>3</sup> Shu-Chiao Tsai. "Chinese Students' Perceptions of Using Google Translate as a Translingual CALL Tool in EFL Writing." *Computer Assisted Language Learning* 35, no. 5–6 (July 4, 2022): 1250. <https://doi.org/10.1080/09588221.2020.1799412>.

<sup>4</sup> H. Douglas Brown. *Language Assessment Principles and Classroom Practices*. I. I. San Francisco State University: Pearson Education, 2004.p.219.

writing tasks, especially academic writing. That is the most difficult task to do for college students with various backgrounds. A lack of motivation and inspirational material for writing can be an obstacle. It is necessary to use help or solutions by using technology.

In this rapid technological development, artificial intelligence-based technology has been created. Artificial Intelligence (AI) can be a solution to helping students in completing writing tasks. This Artificial Intelligence (AI) has been created to assist humans in solving problems in the cognitive field.<sup>5</sup> The development and use of AI has expanded in recent years. Curriculum development, teacher training, and helping to complete writing tasks are forms of AI implementation in the field of education. AI is designed to imitate human intelligence and is used to help humans complete work or other projects in the era of technological development.<sup>6</sup> However, AI can also have a negative impact on helping humans work, such as there are still inappropriate words in a paragraph. In this matter, human intelligence will not be replaced by anything. As in the Quran Surah At-Tin verse 4:

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ (٤)

Meaning: “Indeed, We created humans in the best form”.<sup>7</sup> (At Tin: 4)

AI is created only for systems and technology in computers. Then, there are innovations to be collaborated in the field of education. It can help teachers and lecturers in correcting student worksheets more effectively. The development of AI can make the EFL classroom design more creative. On the other hand, students are also required to think creatively by utilizing these technological developments. Creative thinking means being able to change the old design to the new design.<sup>8</sup> AI has also been inserted by a system

---

<sup>5</sup> Tira Nur Fitria. “Artificial Intelligence (AI) Technology in OpenAI ChatGPT Application: A Review of ChatGPT in Writing English Essay.” *ELT Forum: Journal of English Language Teaching* 12, no. 1 (March 31, 2023): 46. <https://doi.org/10.15294/elt.v12i1.64069>.

<sup>6</sup> Abdulhadi Shoufan. “Exploring Students’ Perceptions of ChatGPT: Thematic Analysis and Follow-Up Survey.” *IEEE Access* 11 (2023): 38806. <https://doi.org/10.1109/ACCESS.2023.3268224>.

<sup>7</sup> “Surah At-Tin - 4 - Quran.Com.” Accessed October 25, 2023. <https://quran.com/en/at-tin/4>.

<sup>8</sup> Yajing Xue and Yijun Wang. “Retracted: Artificial Intelligence for Education and Teaching.” *Wireless Communications and Mobile Computing* 2023 (January 24, 2023): 2. <https://doi.org/10.1155/2023/9830273>.

(algorithm) that has been designed to adjust the design of the educational curriculum used.<sup>9</sup> Thus, AI is developed into various AI brands (tools) in the field of education, including ChatGPT, Chatbot, Quillbot, and so on.<sup>10</sup> In this research, ChatGPT became one of the AI implementations to be researched.

In previous studies, there have been several studies examining ChatGPT in the education scope. First, Thi Thuy An Ngo has examined the students' perceptions of the use of ChatGPT in state university. The participants came from 6 different study programs.<sup>11</sup> Second, Abdulhadi Shoufan has explored students' perceptions of ChatGPT in state university. The participants were only 56 senior students in the computer engineering program.<sup>12</sup> Third, Abrar Muhammad Ali only investigated teacher perceptions in upper secondary schools.<sup>13</sup> Fourth, Tira Nur Fitria only conducts research on ChatGPT literature review in writing English Essay.<sup>14</sup>

Based on the previous studies, no study examines English students' perceptions of using ChatGPT for students' writing in Islamic institution. So, the researcher will investigate and explore the research title **“English Education Department Students' Perceptions of Islamic Institution in Using ChatGPT for English Foreign Language (EFL) Writing”**.

---

<sup>9</sup> Lijia Chen, et.al. “Artificial Intelligence in Education: A Review.” *IEEE Access* 8 (2020): 75264. <https://doi.org/10.1109/ACCESS.2020.2988510>.

<sup>10</sup> Thi Thuy An Ngo. “The Perception by University Students of the Use of ChatGPT in Education.” *International Journal of Emerging Technologies in Learning (iJET)* 18, no. 17 (September 14, 2023): 5. <https://doi.org/10.3991/ijet.v18i17.39019>.

<sup>11</sup> Thi Thuy An Ngo. “The Perception by University Students of the Use of ChatGPT in Education.” *International Journal of Emerging Technologies in Learning (iJET)* 18, no. 17 (September 14, 2023): 4. <https://doi.org/10.3991/ijet.v18i17.39019>.

<sup>12</sup> Abdulhadi Shoufan. “Exploring Students' Perceptions of ChatGPT: Thematic Analysis and Follow-Up Survey.” *IEEE Access* 11 (2023): 38805. <https://doi.org/10.1109/ACCESS.2023.3268224>.

<sup>13</sup> Abrar Mohammad Ali. “An Intervention Study on the Use of Artificial Intelligence in the ESL Classroom: English Teacher Perspectives on the Effectiveness of ChatGPT for Personalized Language Learning.” *CULTURE-LANGUAGES-MEDIA*, June 4, 2023: 2.

<sup>14</sup> Tira Nur Fitria. “Artificial Intelligence (AI) Technology in OpenAI ChatGPT Application: A Review of ChatGPT in Writing English Essay.” *ELT Forum: Journal of English Language Teaching* 12, no. 1 (March 31, 2023): 44. <https://doi.org/10.15294/elt.v12i1.64069>.

## B. Research Focus and Scope

The research focus is to investigate and explore English students' perception of using ChatGPT to help them complete the writing task in an EFL classroom. In addition, the benefits and drawbacks of using ChatGPT to complete the writing task will be investigated. The participants are English education department students in the 6<sup>th</sup> semester from an Islamic institution on academic year 2021/2022.

## C. Research Problems

1. How are the English Education Department students' perceptions of using ChatGPT for EFL writing?
2. What are the benefits and drawbacks of using ChatGPT for students' writing?

## D. Research Objectives

1. This research objective is to explore the English Education Department students' perceptions of Islamic institution for EFL writing.
2. The objective of this research has therefore been to investigate what are the benefits and drawbacks that have been felt by English Education Department students of Islamic Institution in using ChatGPT for EFL writing.

## E. Research Significances

This research is carried out to deliver significant contributions both theoretically and practically as follows:

1. Theoretical Significance
 

This research is expected to provide insights that can be beneficial related to the English students' perceptions of using ChatGPT to help complete writing tasks in EFL classroom.
2. Practical Significance
  - a) For Students
 

This research can provide benefits to EFL students regarding the view of using ChatGPT to complete writing tasks. Both in terms of benefits and drawbacks obtained in the use of ChatGPT in EFL classroom.
  - b) For English Lecturer
 

From this research, it can be used as data on the use of ChatGPT in helping English students complete writing tasks. In addition, English lecturers can increase their knowledge of ChatGPT about the benefits and drawbacks in the world of education, especially in helping to complete writing tasks in the EFL classroom.
  - c) For Future Researcher

This research will be used as a reference for researchers who have similarities in the field of research, especially in the scope of Islamic institution.

## **F. Organization of Thesis**

There are 5 chapters of thesis organization will be presented:

### 1. Chapter I Introduction

Chapter I Introduction consisted of sub-chapters Research Background, Research Focus and Scope, Research Problems, Research Objectives, Research Significances, Definition of Key Terms, and Organization of Thesis.

### 2. Chapter II Review of Related Literature

Chapter II Review of Related Literature consisted of sub-chapters Theoretical Description, Theoretical Framework, and Review of Previous Study.

### 3. Chapter III Research Methodology

Chapter III Research Methodology consisted of sub-chapters Research Method, Research Setting, Instruments and Data Collection Technique, Research Data Validity, and Data Analysis Technique.

### 4. Chapter IV Findings and Analysis

Chapter IV Findings and Analysis consisted of sub-chapters Research Results and Research Analysis. Finding sub-chapters displays the results that have been found in the research studied. Meanwhile, the Discussion sub-chapters explain the results of the research that are discussed.

### 5. Chapter V Conclusions and Recommendations

Chapter V Conclusions and Recommendations consisted of sub-chapters Conclusions and Recommendations. The recommendations are for English students, EFL lecturers, and future researchers.