

ABSTRACT

Fadhilah, Rully (2024). Students' Perception in Writing Essay Using Chat GPT: An Emotional Geography Approach to English Education Department (EED) Students in One Islamic University. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

This study examines the attitudes of English Education Department (EED) students at an Islamic University toward the use of Chat GPT as a tool for essay writing. Emotional geography is used as a framework in this research. Understanding students' emotions, such as enthusiasm, anxiety, dependency, or ambivalence, is crucial for analyzing the consequences of using Chat GPT for their essay writing.

The goal of this study was to establish how Chat GPT can influence students when they write an essay using the Emotional Geography approach, which includes five aspects: moral geography, physical geography, sociocultural geography, professional geography, and political geography.

Utilizing qualitative approaches, the researcher conducted semi-structure interview and questionnaire with a sample of EED students to determine their emotional responses and opinions toward using Chat GPT in the essay-writing process. The subjects in this study were chosen using purposive sampling. The participants were 20 English Education students from the 2020 academic year at The State Islamic University of Sunan Gunung Djati Bandung.

Based on the findings, while most of the participants see Chat GPT as a useful resource for brainstorming and language enhancement, the rest of the participants feel anxious about overreliance, ethical writing considerations, and potential effects on personal creativity development. There are also factors that contribute to the usage of Chat GPT in students writing essays. One of the factors that causes most students to use AI is when they are struggling with essay writing. Using emotional geography as a scope, this study sheds light on how digital tools like Chat GPT affect academic engagement, contributing to a better understanding of AI's function in English teaching. Therefore, the findings highlight the crucial role of teachers in guiding their students with the proper integration of AI resources while they build critical thinking and analytical skills in essay writing.

To summarize, Emotional Geography arose when students used Chat GPT to write an essay. The most prominent emotion was confidence, as their essay improved with the assistance of Chat GPT. However, the most prominent factor was political geography, which was influenced by the lecturer, friends, and social media as they influenced the students to utilize AI in their essays.

Keywords: *Emotional geography, essay writing, Chat GPT*