CHAPTER I

INTRODUCTION

This chapter focuses on presenting the research background, research questions, research purposes, research significance, conceptual framework, and previous study.

A. Research Background

Writing is the process of transmitting thoughts, ideas, facts, or stories using symbols, characters, or words. Writing is viewed as a journey of discovery, as writers struggle to conceive, compose, and put their ideas together (Ismail, 2011). In addition to this, writing entails organizing and structuring words, sentences, and paragraphs to convey meaning, express emotions, entertain, inform, or persuade an audience. Alamargot and Chanquoy (2001) mention that writers should also regulate the text topic to develop or specify the most relevant thoughts that will gradually comprise the text content, Beaufort (2008) stated that the act of writing is a multifaceted and communal endeavor, entailing substantial cognitive engagement and reliance on extensive contextual knowledge repositories to share experiences and develop connections between people.

Writing can take many forms. There are various types of writing that are available and used in different situations. According to Hardy & Friginal (2016), these kinds of writing can be further divided into personal and objective genres according to their form and purpose including creative storytelling, technical documentation, academic research papers, persuasive essays, corporate reports, letters, and more. Moreover, writing can also become a stated or valid argument, according to Irvin (2010), a good piece of writing can be used as a solid argument. It is not just about writing words on paper or typing on a screen, efficiently organizing and structuring those words while keeping the audience, goal, and context in mind.

One of writing types is an essay, i.e, writing that methodically investigates and assesses a subject and frequently expresses the writer's viewpoint is called an essay

(Seytnazarova, 2022; Baloch, 2018) who oftenly use as argument for certain topic because it contain evidence and valid data for display. Everything that is said must be supported by arguments, facts, events, or quotations; the content should be meticulously categorized to enable the sequential presentation of points; furthermore, the material should be arranged so as to guide the reader to the writer's intended conclusion (Kachru, 1999).

An essay is a brief piece of nonfiction writing that either enlightens or argues a particular viewpoint. It might be professional or informal in tone. Most academic essays are formal, although informal essays are popular in journal entries, social media, and even blog postings. The essay is defined as a nonfictional prose text of varying length with a rich history and diverse categories (Chevalier, 2012). It allows students to demonstrate their knowledge as well as understanding, and develop transferable skills as stated by West, Malcolm, Keywood, and Hill (2019).

However, essay writing can often pose challenges. One of the common difficulties is the inability to produce ideas and write well-developed paragraphs. This statement is supported by Nenotek, Tlonaen, and Manubulu (2022), who state that language use, coherency, cohesiveness, locating relevant topics or ideas and sources, referencing, citations, and developing the structure or a paragraph were all areas where students struggled with essay writing. Additionally, Fatsah, Ashrafiany, and Basalama (2020) argue that the struggle to begin their writing, particularly when developing the first idea or thesis statement, due to concern about presenting the ideas clearly while keeping the audience and the aim of the essay in mind. The difficulty in sharing their ideas, feelings, and experiences may contribute to their fear of failure.

One solution to this situation where students struggle to develop well structure paragraph as well as idea is the appearance of AI (Artificial Intelligence) as the form of chatbot to provide ideas and generate better paragraph quality. Furthermore, Wei, Yu, and Fong (2018) claim that a chatbot is a software application that conducts text-based online chat interactions using natural language processing (NLP) and deep learning algorithms. In recent times, the appearance of AI has been widely known for its role in helping humanity in every aspect. Fitria (2023) adds that AI employs a natural

language model that employs deep learning techniques and is close to a genuine human writing style rather than being stiff like a machine or bot. The rise of AI-powered content creation has transformed the essay environment, sparking debates about the consequences of automated writing processes, and the dependability of AI-generated data with the help of AI. One of the AI mainly used is Chat GPT or Generative Pre-trained Transformer, products from Open AI, a research and development company focusing on ensuring their AI benefits for humanity (Open AI, 2023). Recent research has demonstrated the promise of Chat GPT, a generative AI model, in a variety of disciplines. Herbold, Hautli-Janisz, Heuer, Kikteva, & Trautsch (2023) discovered that Chat GPT beats humans in writing argumentative essays, indicating its potential in education.

In a preliminary investigation conducted using a questionnaire among 15 randomly selected EED students at the Islamic University, it was observed in the preliminary observation that all participants were aware of the presence of Chat GPT. Among them, 93.3% acknowledged utilizing Chat GPT to assist in their essay tasks, with 86.7% reporting frequent reliance on the tool whenever faced with essay assignments. Interestingly, 93.3% admitted to seldom adopting all the responses provided by Chat GPT. Gayed, Carlon, Oriola, and Cross (2022) stated that progress in AI has resulted in the development of advanced intelligent writing aids that provide immediate, real-time feedback to writers. A predominant reason cited for the usage of Chat GPT among these students was their struggle with paragraph development.

The results of previous studies conducted by Kasneci, Seßler, Küchemann, Bannert, Dementieva, Fischer, and Kasneci, (2023) claim the improvement of critical thinking and ability to solve a problem, as well as writing and research assignments without focusing on how the student perception when using Chat GPT in writing an essay. The second previous study by Kaharuddin (2021) investigated the impact of implementing artificial intelligence (AI) technologies in higher education environments on students' writing skills. The other previous study conducted by Cardon, Fleischmann, Aritz, Logemann, and Heidewald (2023) discusses how the landscape of business communication is on the verge of transformation as a result of

Generative AI's profound impact. This broad survey, which included 343 communication professors, provides insight into their collective views on the coming implementation of AI-assisted writing in professional situations. However, there is a substantial study gap when it comes to examining the impact of Chat GPT on the emotional geography of students' writing.

This research focuses on how the development and application of AI, particularly Chat GPT impact the field of English as a Foreign Language (EFL) specifically the English Education Department (EED) major in university, revolutionizing writing tasks and assisting EED students in improving their language proficiency, critical thinking, and academic writing skills, while also providing a unique avenue for narrative development and composition in language learning contexts.

B. Research Questions

This research intends to examine the following questions, as stated in the preceding description:

a. What are the emotions EED students experience in using Chat GPT on the writing essay?

b. What are factors that expose EED students to different emotional geography that occurs in using Chat GPT on their writing essay?

C. Research Purpose

This research is intended to address the following objectives based on the research questions:

a. To figure out the emotions students experience in using Chat GPT on the writing essay.

b. To find out factors that expose EED students to different emotional geography that occurs in using Chat GPT on their essay.

D. Research Significances

    a. Theoretical Significances

        This study learned to unveil the influence of AI, namely Chat GPT, following EED students' writing tasks since the Chat GPT itself is an Artificial Intelligence that provides almost every kind of information and accomplishes every task so long it is text-based information.

    a. Practical Significances

- Teacher

  Provide a better understanding of how to use Chat GPT to support their teaching ability specifically in writing terms so that students would not take every raw result from Chat GPT without deeper analysis.

- Students

  Understanding the emotional Geography in how they use Chat GPT to assist their wiring based on sociocultural, physical, moral, professional, and political aspects.

E. Conceptual Framework

        This study examines EFL learners' experience in using AI Chat GPT for their writing essays through the Emotional Geography approach. Their experience can influence their behaviour in writing an essay, they can depend too much or in the worst case have difficulty in controlling their idea or paragraph when writing an essay. The theoretical framework for this study is presented in the figure below.
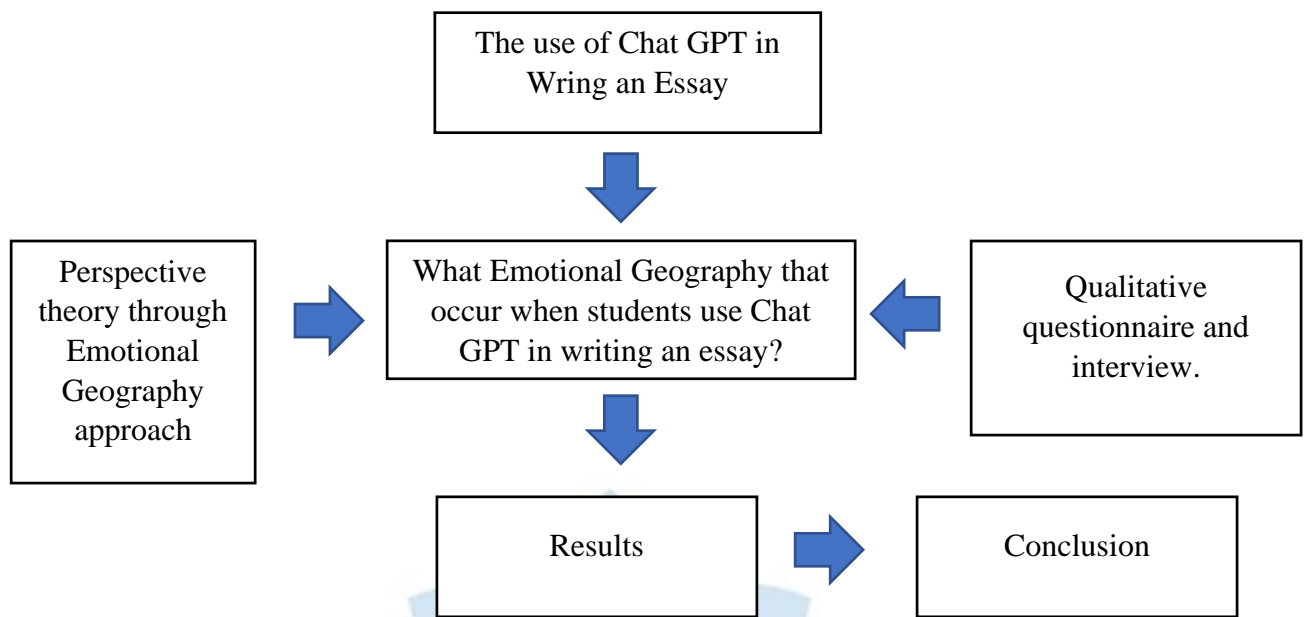
Figure 1. 1: Conceptual Framework

The conceptual framework presented in Table 1.1 illustrates the relationship between EFL learners' emotional Geography and their essay results. EFL learners' Emotional Geography perspective includes five aspects, there are socio-cultural, physical, moral, professional, and political.

In writing a text, Alamargot and Chanquoy (2001) agree that creating a text is a difficult process that requires the coordinated execution of a vast collection of mental functions. Writers must explicitly expand the nature, objective, and communicative role of the piece. In addition to coherence, Johns (1986) defines coherence as a textual feature. This feature is separated into two constructs in traditional handbooks: cohesion (i.e., linking phrases) and unity (i.e., keeping to the point). Frequently, these constructs are introduced individually, as if they could be separated in written text. Additionally, Bronowicki (2014) admit that writing is a complex process that requires a variety of skills, some of which kids may lack or only partially master. The Common Core Learning Standards emphasize writing skills such as mechanics,

strategies, clear communication, argumentation, and evidence organization, as well as the use of valid sources to prove points.

Warburton (2020) defines that good essay writing concepts extend to longer pieces of work, and these ideas may be learned. The method of putting together a logical essay, short or large, is neither mysterious nor difficult: make a compelling case for the conclusion and frame the entire essay around that goal. Furthermore, Redman and Maples (2017) added that an essay usually starts with a distinct title that frames the debate. The introduction defines the focus of the essay, which is followed by a body that logically develops important ideas with evidence. The conclusion returns to these topics to provide a final answer or resolution. Finally, a list of references recognizes the sources that were used.

Besides the importance, writing is also divided into formal and informal whereas formal usually takes in a more serious or academic situation. Hsu (2021) explains that the basic goal of academic writing is to guarantee that the material is understandable and precise, allowing students, scholars, and researchers to communicate and exchange knowledge in a way that eliminates ambiguity and misunderstandings. Moreover, Hsu (2021) adds that on a conceptual level, some descriptors of academic writing include formal, unbiased, clear, precise, focused, well-structured, and well-sourced. For a more detailed look, some specific principles for academic writing include using an active voice, avoiding imprecise pronouns, and adhering to style conventions for numbers and dates. On the other hand, informal writing tends to focus on the non-formal aspect and more on casual situations. Writing is defined as a strangely isolated method of communication directed toward an absent and frequently unknown reader (Al Zahrani, and Al-Zahrani, 2014). Furthermore, Neufeldt (2012) points out that the informal register is defined as a use that differs from a norm and is appropriate in relaxed, everyday, or familiar

circumstances and contexts but not in structured, formal, academic, conservative, serious, or other contexts.

In the meantime in the 21st-century era, Zhao (2023) explains the recent surge in artificial intelligence (AI) technology within education has given rise to AI-based writing tools aimed at aiding individuals in their English writing tasks. These tools aim to enhance the writing skills of L2 writers while fostering self-directed learning. However, the majority of these tools primarily target the revision and editing phases, offering functions such as grammar corrections and similarity reports. Godwin-Jones (2022) observes that tools designed for automatic writing evaluation (AWE), specifically for essay assessment, have evolved beyond the conventional spell and grammar checks. These advanced tools now offer significant support in pinpointing writing errors and suggesting areas for revision, backed by artificial intelligence algorithms.

The use of ChatGPT in writing essays has been a topic of significant research. Herbold et al., (2023) finds that ChatGPT-generated essays were rated higher in quality than human-written ones, suggesting its potential to enhance writing. However, Pavlik (2023) stated the need to consider the limitations of ChatGPT, particularly in journalism and media education. Osama (2023) emphasized the benefits of ChatGPT in scientific writing, including text generation, summarization, and analysis, but also cautioned about the need for proper citations. These studies collectively suggest that while ChatGPT can be a valuable tool in essay writing, its limitations and the need for human oversight should be carefully considered.

According to Gumelar (2022) adapted from Liu (2016), emotional Geography (EG) is the study of an individual's emotional experiences when interacting with themselves and their surroundings, which lead to emotional understanding or misunderstanding. supported by Hargreaves (2001) who found out the emotional geography as a pattern that depicts the proximity and distance between people, as well as geographical factors that influence human

emotions at a given time. Emotional geography is also a concept that helps identify the challenges to basic emotional bonds and schooling understanding caused by intimacy or distance in human encounters or relationships.

F. Previous Study

The first previous research conducted by Fitria (2023) titled "Artificial Intelligence (AI) Technology in OpenAI ChatGPT Application: A Review of ChatGPT in Writing English Essay" published in ELT Forum: Journal of English Language Teaching digs into a qualitative investigation of ChatGPT's English essay generation, a widely debated issue on social media sites such as Twitter. ChatGPT, which is accessible via openai.com or chat.openai.com, demonstrates the ability to write coherent essays on a variety of topics, including descriptive texts and personal accounts. The model demonstrates knowledge of essay organization by using main and explanatory phrases, as well as active and passive voice. While Chat GPT is adept at considering chronological event orders and relevant tense usage, more research is required to assess the grammatical accuracy of the generated essays, which will serve as the foundation for a more comprehensive investigation into Chat GPT's capabilities and limitations in producing precise written content. The gap appears when this study only focuses on how Chat GPT works in making the essay without using the perspective of the users.

The second previous research conducted by Dergaa, Chamari, Zmijewski, and Saad (2023) titled "From Human Writing to Artificial Intelligence Generated Text: Examining The Prospects and Potential Threats of ChatGPT in Academic Writing" was published in the journal Biology of sport. The study investigates the advantages and disadvantages of using ChatGPT and additional natural language processing (NLP) technologies in scholarly writing and research publications. It draws attention to the moral issues and their possible effects on the validity and reputation of scholarly writing. Using keywords linked to ChatGPT, AI-generated text, academic writing, and natural

language processing, a study of academic literature from journals with a Scopus index was conducted as part of the research. The results imply that although these technologies can improve the productivity of scholarly writing and research, there is a risk to the legitimacy and authenticity of academic output. The study advocates for ethical standards and highlights the value of human intellect and critical thinking in academic activities. It also highlights the need for in-depth conversations on the use, risks, and limitations of these technologies. It advises academics to apply these techniques with caution and transparency. The gap appears when this study only employs the investigation from paper reviews from several journals that also investigate the same topic before pulling the conclusion.

The third previous study conducted by Kaharuddin, (2021) title "Assessing The Effect of Using Artificial Intelligence on The Writing Skill of Indonesian Learners of English" published in Linguistics and Culture Review focusing on incorporating artificial intelligence (AI) technology in higher education environments, researchers explored its impact on enhancing students' writing skills. The study, which took place at Makassar City's Higher Schools, focused on the usage of AI apps for teaching reading activities and delivering feedback as major variables impacting writing proficiency. The survey was given to 100 students, and 83 responses were processed for analysis. The research showed compelling insights using path analysis. To begin, while teaching reading through AI had no direct effect on enhancing writing skills, it did influence writing competency indirectly through students' attitudes. Second, whether virtual or traditional, professor feedback had both direct and indirect effects on students' writing talents by altering their attitudes. Finally, when the combined influence of reading instruction and feedback on attitudes is included, it accounts for 34.8% of the observed improvement in students' writing skills. The gap appears when this study uses the quantitative method using SPSS to measure the students' essays and attitude and it does not use the emotional geography approach.

The fourth previous study conducted by Cardon, Fleischmann, Aritz, Logemann, and Heidewald (2023) titled "The Challenges and Opportunities of AI-Assisted Writing: Developing AI Literacy for the AI Age", published in Business and Professional Communication Quarterly about the landscape of business communication stands on the brink of transformation due to the profound impact of Generative AI. This extensive study, encompassing 343 communication teachers, gives insight into their collective opinion on the impending incorporation of AI-assisted writing in professional contexts. It is commonly expected that this adoption will demand significant instructional changes. Among the major issues raised are potential downsides, such as a lessened emphasis on critical thinking and compromised authenticity in written communication. In contrast, claimed benefits include increased productivity and improved ideas during the writing process. Anticipating this transformation, students hoping for career success must build AI literacy, which includes application proficiency, authenticity, accountability, and agency. The study concludes with recommendations addressed to instructors and administrators to capitalize on the benefits of AI-assisted writing while mitigating its related obstacles. The gap appears when this study uses AI in professional writing from a teacher's perspective.