CHAPTER I

INTRODUCTION

This chapter contains a brief description of the entire content of this research. It contains of background, research question, the research aims, research significances, research scope, and conceptual framework.

A. Research Background

In the near, artificial intelligence will become a revolution for the educational system that enables students to complete their tasks. Artificial Intelligence or AI can help humans in numerous tasks through the material that it gives, answer questions, do assignments even write a thesis. Artificial intelligence has been permeated into teaching, learning, and administration in education (Chassignol, 2018). This is a convenience that gives AI an immense impact and influence, especially in education. Bhurotia et al. (2022) explain how AI applications offer personalized learning to students through writing analyses of their areas of weakness.

Artificial intelligence applications help students how to write or edit an assignments. The most common task that is required of students in higher education is essay writing. Students are expected to be able to create an essay or paper for almost all courses. Typically, an essay is done manually but along with time, there are lots of AI applications to perform it instantly. Chan (2020) stated that AI is a most recent discovery a type of computer, technology and machine information and communication. As a result of an AI writing aid, students can identify errors such as incorrect grammar and structure in their own work and learn from the suggestions.

Based on the researcher's preliminary interview with the eight-semester students of the English Education Department, writing an essay is difficult because they have to determine the topic, brainstorm, collect the information, and organize it into a complete sentence. Above all, the time given to write an essay is sometimes limited. As a result, students use AI to complete their tasks because it is convenient

for them. Therefore, the researcher explores students' positive and negative experiences of whether AI helps them in making essays or makes them lazy over a long period because of the easiest way to finish their tasks. One of the AI applications is ChatGPT. ChatGPT is one of the most popular AI applications among students. It can be used easily by mentioning the requested topic of the essay that students want. Meanwhile, Grammarly is another application that is often used by students, especially in creating English texts. The application makes it easier to find incorrect grammar, punctuation, and even paraphrase sentences to be shorter. Thus, by using ChatGPT and Grammarly, writing an essay become faster and more efficient.

There is some previous relevant research that has been conducted regarding this issue. First, Fauziah (2023) aims to illuminate the use of AI writing applications to improve and describe academic writing skills. It found that AI applications are very beneficial and increase student's writing skills. Therefore, academic writing is way better than writing conventionally. Second, the study of Puspita (2023) is to explore the student's attitudes toward using essay makers. It shows that the use of artificial intelligence as an essay maker is very beneficial to generating students' ideas when composing their drafts. Third, the goal of a previous study by Malik (2023) was to explore student's perceptions of the usage in academic essays. The result is that AI in academic writing has a positive impact and enhances students writing abilities, self-efficacy, and understanding of academic integrity.

However, this current research is different from previous research. Those studies have the same conclusion: AI applications have a positive impact, which can help students complete essays and enhance their writing abilities. This research focuses on students' positive also negative experiences using AI in essay writing and uses a case study design and how their essay writing result using those applications. This research conducted at the English Education Department of UIN Sunan Gunung Djati Bandung in the eight- semester.

B. Research Questions

The goal of this study is to address the following two questions:

1. What are the EFL students' experience in writing an essay using artificial intelligence applications?
2. How are the EFL students' essay writing result using Artificial Intelligence applications?

C. Research Purposes

There are two purposes based on the research questions :

1. To describe students' experience in writing an essay using artificial intelligence applications
2. To identify students' writing result using Artificial Intelligence applications

D. Research Significances

Research significances anticipate that the findings of this research. Theoretically, the result of this research is to gain information and data on students' experience in writing an essay using artificial intelligence. Practically, this study is designed for the following :

1. EFL Teachers

   This research is expected to help English teachers provide limitations on the use of AI for Writing and Psycholinguistics courses. It is also provide a Guide Line in its used.

2. Future researchers

   This research provides benefits to be one of the sources for further research and enrich AI studies in English education, especially in Writing and Psycholinguistics courses.

E. Research Scope

This research focuses on students' experience and their essay writing result in English Education Department at UIN Sunan Gunung Djati Bandung by using artificial intelligence applications as writing tools. The two AI applications use by students are ChatGPT and Grammarly. The level students are eight-semester students in the English Education Department. The participants are seven students from class A. This class was chosen because they are the most suitable participants for this research. They have written many essays in the writing course. Not only that but essay writing is also done in every meeting of Pyscholinguistic courses. As a result, this class has a lot of experience writing essays using AI.

F. Conceptual Framework

Writing is one of the English skills that is important to the students. Writing has become an important skill that enables one to express ideas, deliver messages to readers, and do research on those ideas (Urs, 1996). One of the writing assignments often encountered by students in higher education is essay writing. An essay is a piece of writing with several long paragraphs instead of just one or two graphs (Oshima & Hogue, 2006, p. 100). An essay is also written in several paragraphs in a structured and organized manner so that readers will easily find and understand the content of the writing.

The structure of the essay is divided into three parts. An essay has three main parts (Bulgiyah et.al, 2021): first, an introduction that consists of a few general statements about the subject to attract the reader's attention. Second, the body consists of three paragraphs. Each paragraph develops a vision of the student's topic, and the last one the conclusion is a concluding sentence in a paragraph, summary, or review of the main points discussed in the body.
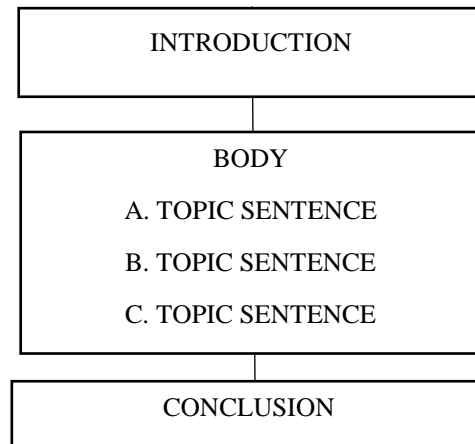
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│                 BODY                  │
│          A. TOPIC SENTENCE            │
│          B. TOPIC SENTENCE            │
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│             CONCLUSION                │
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Figure 1. 1 Three main parts of essay writing

Artificial intelligence is growing fast, making it easier for students to complete essay-writing tasks. By using some of these supporting applications, essays can be create quickly and easily. According to Boden (1996), there are four definitions of artificial intelligence: 1) acting like a human 2) thinking like a human 3) thinking rationally and 4) acting rationally which is AI attempts to design a system that acts to achieve goals. Writing an essay using AI usually requires more than one application. There are several other supporting applications, such as ChatGPT and Grammarly.

ChatGPT is an application designed to emulate human conversations based on their requests. According to Dale (2021) Generative Pre-Trained Transformer or ChatGPT, can comprehend human inputs and generate response text that is almost identical to natural human language. Meanwhile, another application that can be used to support essay writing is Grammarly. Grammarly can detect grammatical errors, spelling mistakes, and incorrect sentence construction, and check for plagiarism (Fitria, 2021). Grammarly helps students and teachers to check for errors in writing essays.

Personal experience is understanding people stories from their current circumstances. Consequently, experience is empirical knowledge based on observational understanding of events. Therefore, experience is the result of perception in a single realization that brings together various sensations into a complete whole (Swabey, 1922).

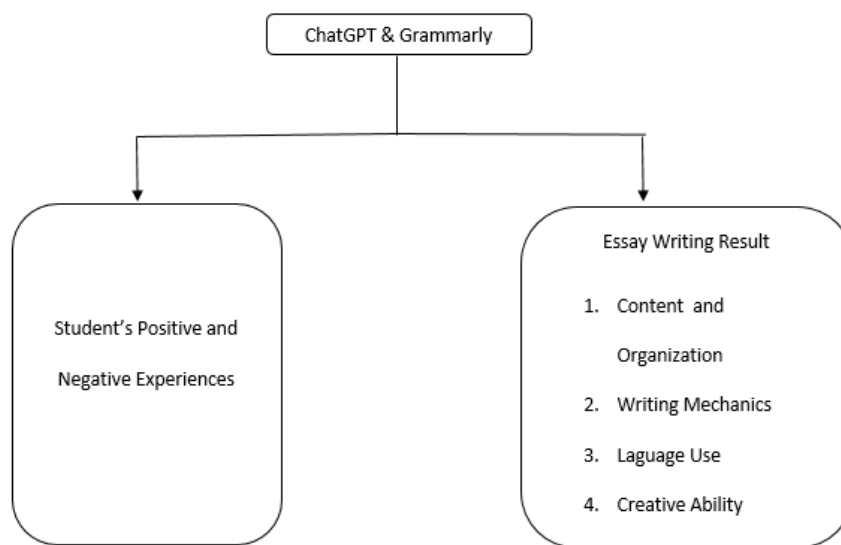The thesis diagram can be desribe in this research generally.

Figure 1. 2Thesis Diagram

G. Previous Studies

There are several previous studies regarding this research. First, the study conducted by Schmohl (2020) addressed a problem and presented a solution to improve student's academic writing by using other technology-supported. The participants are students in higher education with a scientific approach as a method. The result of this study is that AI significantly improves the writing competence of students. It is also found that AI does not have a monitoring or controlling function in an academic learning setting.

The second is AlAfnan (2023) examines ChatGPT as an educational and learning tool. It also investigates the challenges and opportunities that provide for the student's and teachersinstruction. The mix method is used as the design in this research. The findings show that chatGPT neither helps students learn nor develop academically or professionally. As students become more reliant on artificial intelligence, they will lose interest in classes. ChatGPT helps students find their tasks precise and to the point. But it also has a lack of accuracy and relevance based on the word limit that is already set by the user. ChatGPT has the potential to provide applied responses to essays.

Another previous study by Huang (2020) investigated the effectiveness of using Grammarly in writing. A case study is used as a method, with 43 college students in China as the participants. It was found that Grammarly enhances the quality and is useful for EFL in China. Grammarly in class also improves their writing quality, as shown by the questionnaire responses.

The gap that distinguishes previous research from current research is focused on EFL student's positive and negative experiences in essay writing using two artificial intelligence applications. Previous studies only focused on one AI application for making essays, while this research uses two applications. Starting from determining topics/issues and creating content using ChatGPT and grammar checking using Grammarly until the essay is finally perfect. This is also the first research about EFL student's experience in essay writing using two applications.