

CHAPTER I

INTRODUCTION

A. Background of Study

Artificial Intelligence (AI) in recent years has begun to be increasingly developed and used to facilitate work, especially in the field of digital technology. Baker and Smith (2019) provided a general definition of AI, stating that it encompasses computers that carry out cognitive tasks that are typically associated with human minds, such as learning and problem-solving. AI encompasses a wide range of technologies and methodologies, including machine learning, natural language processing, data mining, neural networks, and algorithms. Rather than being a specific technology itself, AI serves as a broad term that encompasses these diverse approaches.

Although some people are unfamiliar with AI, people actually have been using AI in the things people use every day, such as social media, internet, camera, and software on computers. In the last year, there has been a significant increase in the world of AI followed by certain concerns regarding the ethics of its use. From previously only being able to do work AI has become more sophisticated and can be used to serve humans such as creating images, composing text, answering questions directly, and even generating coding for a website.

The impact of AI on our lives is undergoing unpredictable and incomprehensible transformations. The adoption of these technologies by various sectors such as industry, government, and academia is on the rise, with AI algorithms being employed to make decisions that can have direct and potentially harmful consequences. To steer technology towards greater social responsibility, it is crucial to dedicate time and focus on educating about AI ethics. It is not only imperative for the computer community to embrace ethics as an intrinsic aspect of its fundamental identity, but the field of AI ethics is also emerging as a potential area of employment (Borenstein and Howard, 2020).

In the field of education, AI can be applied to enhance the teaching and learning processes, making them more captivating and efficient by utilizing its ability to generate content as per specific requirements. The prevalence of AI usage has risen notably in recent years, facilitated by increased accessibility and a diverse array of available applications. Social media platforms have also played a role in familiarizing the general public with the functionalities of AI.

Among the applications within the student community, several commonly employed types exist. For instance, when faced with essay writing assignments requiring a thorough examination of grammar accuracy, students frequently turn to Grammarly. This tool offers additional functionalities that users can leverage. Subsequently, in the context of

paraphrasing textual content generated or cited by students, the prevalent AI tool is Quillbot.

For the most recent and multifunctional capabilities, chatbots such as ChatGPT or Copilot from Microsoft Edge have come to the forefront. These chatbots encompass functionalities that can be explored expansively, allowing users to articulate prompts and request the generation of diverse content, provided it adheres to the specified limitations. Such requests may involve the creation of text from scratch, contextual translation, paraphrasing, among other possibilities. The aforementioned exemplify a subset of AIs that have gained recognition among students. It is noteworthy that there exists a plethora of artificial intelligences on the internet, albeit with limited awareness.

Fitria (2021) reveal an overview of Grammarly as an AI-powered English Writing Assistant for EFL students in English Writing, the research finds that using Grammarly software improves the performance and quality of writing in terms of spelling, grammar, and punctuation. The test score increases from 34 to 77 out of 100 after using Grammarly. In this research, participants are expected to provide an elaboration on how they utilize AI in completing academic assignments

With the advent of AI technology, tools such as Chat GPT, Grammarly, and others have revolutionized how students approach writing and academic assignments. Most of the types of academic assignments require the skill of

writing, writing is very important and plays a key role in students' educational experience.

It also implied in Surah Al-Qalam verse 1 to 5.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ۱ مَا أَنْتَ بِنِعْمَةٍ رَبِّكَ بِمَجْنُونٍ ۲ وَإِنَّ لَكَ لَأَجْرًا غَيْرَ
مَمْنُونٍ ۳ وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ ۴ فَسَتُبْصِرُ وَيُبْصِرُونَ ۵

This stanza highlights the importance of writing. Writing sets humans apart from other animals, and our capacity to write enhances our nobility. Additionally, writing is becoming increasingly vital in our daily lives and media as a means of gaining knowledge.

The researcher recognizes that students majoring in English Language Education at UIN Antasari have a comprehensive understanding of how to utilize AI technology to support their academic endeavors. English language students utilize AI for tasks such as brainstorming ideas, error identification, text paraphrasing, translation.

This study employed a qualitative approach, utilized a narrative inquiry as the chosen methodology. Interview were used to collect the data. Moreover, the researcher enlisted three students of UIN Antasari Banjarmasin as the participants of this study and analyzed the students' experience toward using AI in their academic purpose. Therefore, the researcher interested in conducting this study in order to find the kinds of artificial intelligence used by English

Language Education students and how the English Language Education Students embed artificial intelligence in completing their academic assignments

B. Definition of Key Terms

This part contains of the definition of the terms used in the thesis in order to avoid misunderstanding or misinterpretation. Be aware that not every word in the title needs to be defined. Several terms related to the research are clarified to avoid misconceptions.

1. Artificial Intelligence (AI)

AI is an acronym for Artificial Intelligence. In this research, AI is a tool that deals with its usage in English Language Teaching (ELT) programs for helping to complete assignments, such as writing, constructing research paper, and translating. The example of AI based tools used are Grammarly, QuillBot, Chat GPT, Perplexity, and Deep L.

2. Embedment

In this research, embedment refers to the integration or incorporation of AI tools into the academic assignments of English Language Education students. It implies a seamless inclusion of AI technologies to enhance learning and assist in completing various educational tasks such as writing, research, and translation.

3. English Language Education Students

In this research, English Language Education Students refer to students from English Language Education Department in UIN Antasari Banjarmasin who are learning English as a foreign language.

4. Academic Assignment

Academic assignment is a task assigned to students by educators to assess their understanding of course material, critical thinking, and practical application of knowledge. Academic assignment in this present research refers to assignment given by English Language Education Department to their students such as writing assignments, constructing research paper, translating.

C. Research Questions

1. What are the kinds of artificial intelligence tool used by English Language Education Students?
2. How do the English Language Education Students embed artificial intelligence tool in completing their academic assignments?

D. Objectives of Study

According to the research question, this study aims to investigate:

1. To find the kinds of artificial intelligence tool used by English Language Education students.
2. To find how the English Language Education Students embed artificial

intelligence tool in completing their academic assignments.

E. Significance of Study

The study holds significant importance due to the dynamic nature of the educational landscape and the evolving role of technology. Understanding the extent to which AI is employed by English students can shed light on emerging trends, challenges, and opportunities in language learning. This knowledge is essential for educators, policymakers, and AI developers to tailor interventions and innovations that align with the needs of English learners.

This research will be beneficial for use as a reference of other research conducted in the future on related field. Most significantly, this study will be beneficial to readers in general.