

# CHAPTER I

## INTRODUCTION

### A. Background of Study

English language proficiency is a crucial skill in today's globalized world, and mastering English grammar is a fundamental component of effective communication. Educational institutions worldwide strive to enhance their students' English language skills. In this context, technology-assisted language learning tools have gained significant attention as potential resources to facilitate language acquisition and improve grammar competence.

AI language learning tools refer to computer programs or software that leverage artificial intelligence (AI) algorithms to assist users in learning and enhancing their proficiency in a foreign language. These tools encompass a variety of functionalities, including real-time text or speech translation, personalized language tutoring systems offering tailored lessons and feedback, and language generation systems capable of producing original text in a given language. The popularity of AI in language learning has grown significantly, driven by its efficiency and convenience. With the widespread use of smart devices and the Internet, individuals now have easy access to diverse methods for language learning. AI tools in language education contribute to time savings by performing specific tasks for learners and providing a personalized learning experience based on their individual needs and progress. This combination of technology and language education aims to enhance the effectiveness and accessibility of language learning for a broad range of users:

However, while the potential benefits of Chat GPT AI for language learning are evident, their effectiveness and implications, especially concerning English grammar competence, are areas that warrant further exploration. To address this need, the proposed research aims to delve into the implications of using Chat GPT AI as language learning tools, with a specific focus on enhancing students' English grammar competence through a research methodology known as narrative inquiry (Fitria, 2023).

The proposed research aims to investigate the implications of integrating Chat GPT AI into English language education, focusing specifically on enhancing students' grammar competence. The choice of this research topic stems from the need to explore how AI can effectively support language learning objectives, especially in mastering complex grammatical rules and structures. By adopting a narrative inquiry methodology, the study seeks to uncover the lived experiences and perceptions of both students and educators using Chat GPT for language learning. This qualitative approach allows for a nuanced exploration of how AI influences learning outcomes, examining not only its effectiveness but also user satisfaction, challenges encountered, and broader educational implications.

Starting with the presence of AI which is considered capable of replacing human tasks, there is no guarantee that AI will be able to provide a better life and human civilization. Mentioned in the Quran, awareness has a central position, as in verse. al-Hasr verse 19

وَلَا تَكُونُوا كَالَّذِينَ نَسُوا اللَّهَ فَأَنْسَاهُمْ أَنْفُسَهُمْ ۗ أُولَٰئِكَ هُمُ الْفَاسِقُونَ

namely knowing God. Without such awareness, humans can become wicked creatures, meaning they can fall into sin, have no moral foundation and are easily manipulated in a negative direction.

The research focuses on the transformative potential of integrating Chat GPT AI into English language education, addressing the limitations of traditional grammar instruction. Specific objectives center around evaluating the tool's effectiveness, exploring user experiences, and investigating the long-term impact. The study aims to uncover the practical implications of Chat GPT AI, including its potential to personalize learning, offer immediate feedback, and enhance accessibility, ultimately contributing valuable insights to the evolving landscape of language education.

## B. Definition of Key Terms

1. AI (*Artificial Intelligence*): AI means the simulation of human intelligence in machines that can do things that normally require human intelligence, like learning, problem-solving, and language understanding.
2. Language Learning Tools: These are software or applications designed to assist individuals in acquiring and improving their language skills, often through various methods such as interactive exercises, translation, and pronunciation assistance.
3. English Grammar Competence: English grammar competence refers to a person's ability to understand and use the rules and structures of English grammar accurately in both written and spoken communication.

4. Chat GPT AI: Chat GPT a type of artificial intelligence (AI) known as generative, a category that encompasses technologies capable of producing an extensive range of new content. Chat GPT, specifically, is highlighted as a potent web-based large language model with the capability to analyze textual data and generate distinct responses based on user inputs. The model's versatility is emphasized, allowing prompts to be crafted in various ways to tailor responses to different language proficiency levels, users' content knowledge, and even in the voice or style of historical figures. Additionally, the model can adapt to specific rhetorical styles or formats, showcasing its flexibility and adaptability in generating diverse and customized content (Kostka & Rachel, 2023).

### **C. Research Questions**

1. What are students' experiences regarding the use of ChatGPT AI as a English language learning tool?
2. What are the implications of using ChatGPT AI on the development of students' English grammar skills?

### **D. Objectives of Study**

1. To analyze students' experiences regarding the use of ChatGPT as an artificial intelligence-based tool that supports their language learning.
2. To determine the implications of using ChatGPT on the development of students' English grammar skills.

### **E. Significance of Study**

This research is significant in three aspects: theoretical, practical, and pedagogical. Theoretically, this study contributes to the existing literature on the implications of ChatGPT in language learning, particularly in the context of English grammar competency. By exploring students' experiences and perceptions, the findings enrich the understanding of how AI-mediated feedback influences metalinguistic awareness and the internalization process of grammatical rules. This addresses the gap in qualitative studies focusing on learner perspectives in Indonesian EFL contexts. Practically, the findings provide insights for students regarding the effective and reflective use of ChatGPT as a supplementary learning tool. The results highlight that ChatGPT can enhance learning efficiency and confidence through immediate feedback, while also cautioning against passive use that may lead to dependency. Thus, students are expected to develop more autonomous and critical learning strategies. Pedagogically, this study offers implications for English teachers and curriculum developers at UIN Antasari Banjarmasin. The results can serve as a basis for integrating ChatGPT into grammar instruction by designing guided activities that promote critical evaluation. Furthermore, the findings may inform teacher training programs on digital literacy, enabling educators to guide students in using AI tools responsibly to support personalized and inclusive language learning.