

CHAPTER I

INTRODUCTION

A. Background Of Study

English language teaching is the process of providing guidance and instruction to individuals or groups in learning and mastering the English language. Teaching English involves developing language skills, such as listening, speaking, reading, and writing, as well as understanding grammar, vocabulary, and related culture. In this study, English language teaching focuses on students' writing skills. Writing skills in English are an important aspect of developing students' language abilities. Writing in English includes mastery of grammar, vocabulary, understanding of sentence structure, and the ability to convey thoughts in writing clearly and effectively. The most important thing in students' English writing skills is their ability to express thoughts, ideas, and arguments in writing clearly, coherently, and effectively. According to Abbas (2006: 125), writing skills are the ability to convey ideas, opinions, and feelings to others through written language. Accuracy in conveying ideas must be supported by the accuracy of the language used, vocabulary and grammar, as well as spelling.

According to Rofi'uddin et al. (1999: 159), writing skills are the ability to express thoughts, ideas, opinions about something, respond to statements of desire, or convey feelings using written language. Looking at students' writing skills, composing narrative texts in English is a crucial skill in language learning. Experts emphasize the importance of understanding narrative structure, which

includes elements such as character introduction, conflict, climax, and resolution. They highlight the importance of developing a regular storyline and paying attention to these elements to create an interesting narrative. According to Herman (2009), narrative texts are a type of text that focuses on a story or series of events. This involves character introduction, conflict, and story development leading to a climax and resolution.

When engaging in English narrative texts, students often face challenges in developing ideas, structuring storylines, and producing high-quality English texts. Therefore, learning media is needed to help students design ideas and storylines in narrative texts. The selection of appropriate learning media and its effective use can help students improve their writing skills. According to Sukirman (2012: 29), learning media is anything used to convey a message from the sender to the receiver so that it can stimulate students' thoughts, feelings, attention, interest, and desires in a way that makes the learning process effective in accordance with the learning objectives to be achieved.

In this modern era, there are various media that students can use to improve their writing skills in creating narrative texts. One of them is a technological medium known as AI or artificial intelligence. One AI that students can use to help them write narrative texts is ChatGPT, which stands for Generative Pre-training Transformer. Experts believe that interacting with ChatGPT can help students improve their speaking and writing skills in English. By practicing communication with AI through chat, students can receive immediate feedback and engage in continuous practice. "ChatGPT is a system that utilizes the GPT

language model to generate coherent and contextual text responses in chat-based interactions. These models are trained using conversation data and can be used for various purposes, including virtual assistants, language tutors, or other interactive systems." (Gupta et al, 2020).

The same thing was also stated by Fain et al. (2021) that "ChatGPT is an approach that utilizes generative language models to build conversation agents that can interact naturally with users through chat. This model is trained using human conversation data and aims to generate appropriate and coherent responses." The use of ChatGPT can be a writing tool to help students compose narrative texts in English. Elgammal (2020), a professor of computer science at Rutgers University, in a magazine article titled "Can AI be creative? in AI Magazine" argues that ChatGPT can be a driver of creativity in narrative writing. According to him, the interaction between writers and ChatGPT can generate new ideas and help overcome creative barriers. Conversely, ChatGPT users can improve their critical thinking skills and students' ability to evaluate learning, as explained by Sysoev et al. (2023). Additionally, a study by Rudolph, Tan, and Tan (2023) shows that ChatGPT has emerged as a technology that can radically change social interactions in new ways. Artificial intelligence has the potential to revolutionize the way people learn, teach, and participate in educational contexts.

Similarly, Van Dis, Bollen, Zuidema, van Rooij, and Bockting (2023) emphasize the importance of further discussion regarding the use of ChatGPT in education, with the suggestion that educators consider both its use and ethical implications. The role of teachers is considered crucial in managing and utilizing

ChatGPT datasets. From the above perspective, it can be concluded that ChatGPT is indeed capable of helping students through interactions that students want with ChatGPT. Students can ask ChatGPT to provide ideas for developing stories in their narrative texts to help determine the appropriate narrative text structure. More practically, students can ask ChatGPT to create a complete narrative text for them, so that students do not have to bother writing narrative texts and thinking about ideas and structures.

However, even though ChatGPT can help students overcome challenges in writing narrative texts and is capable of producing high-quality narrative texts in English, it cannot fully help students become proficient in narrative writing. This is because ChatGPT can only provide students with raw narrative texts without citing the source, and does not teach the correct methods and structure for narrative texts, so students do not need to feel tired and confused about what to write. This clearly makes it difficult for students to develop ideas for creating narrative texts. Worst of all, the use of ChatGPT can cause students to become lazy in completing narrative texts because they can directly plagiarize the text provided by ChatGPT. "This tool has a negative impact on academic integrity because it can produce inaccurate information and lead to the detection of plagiarism," according to a report by Watanobe et al. (2023).

According to Bender (2020), a professor of linguistics at the University of Washington, in his book entitled "Can language models get too big? Transactions of the Association of Computational Linguistics," he emphasizes the importance of understanding the limitations of ChatGPT. Although ChatGPT is capable of

generating coherent text, this model does not have a deep understanding of content or the real world, therefore writers must still play a role in evaluating and editing the generated text. This opinion is in line with the research results of Xu (2021), a professor of computer science at the University of California, which were presented in the 2021 conference proceedings on Empirical Methods in Natural Language Processing. His research shows that although ChatGPT can help in creating narrative text, writers still have an important role in selecting, modifying, and developing the ideas generated by the model.

This phenomenon was found by researcher during *Pengenalan Lapangan Persekolahan II* (PLP II) to the tenth grade of SMA Ar-Rahman Medan. When researcher asked students to create a narrative text, most of the students even used ChatGPT's help in writing their narrative text. Students who use ChatGPT are fast in working on the narrative text, because they can ask ChatGPT to directly make them a complete narrative text. But the results of the narrative text that gives the ChatGPT does not know where the source is and the structure of the narrative text in the text is inaccurate and less precise. Also when students were asked what the content, meaning and translation of the narrative text was, they were confused and could not answer. This happens because students plagiarize directly from what is given ChatGPT, without making the selection, modification or development of their own ideas on the narrative text produced by the ChatGPT. And this becomes a negative impact because it can make students lazy and dependent on the ability of AI ChatGPT. Even so, on the other hand there are also students who know the use of ChatGPT but choose not to use the Ai because they believe that not

everything produced by ChatGPT is fully accurate both from the source or the illustration media provided.

The above statement encourages researchers to choose a title about students' perceptions of ChatGPT technology in narrative writing, particularly the ability of 10th grade students at Ar-Rahman High School in Medan to write narrative texts in English. This study aims to determine how 10th grade students at Ar-Rahman High School in Medan view the use of ChatGPT in their narrative writing process, both in terms of its benefits and ease of use. In the context of the Technology Acceptance Model (TAM), students' perceptions of ChatGPT are evaluated through perceived usefulness, which is the extent to which students believe that using ChatGPT can help improve the quality and effectiveness of narrative text writing, as well as perceived ease of use, which is the extent to which students feel that ChatGPT is easy to use without requiring much effort.

From the aspects of perceived usefulness and perceived ease of use, two other aspects were formed, namely behavioral intention, which is the students' intention to continue using ChatGPT in narrative writing activities in the future, and actual system use, which is the extent to which students actually use ChatGPT in their writing practice. This study also explores whether the narrative texts produced by students are entirely dependent on ChatGPT or whether ChatGPT only serves as a tool, while students remain active in evaluating, developing ideas, and composing narrative texts independently. Research on students' perceptions of the use of ChatGPT in writing English narrative texts has important relevance in the context of English language education, because by understanding students'

perceptions of the usefulness, ease of use, intention to use, and actual use of this technology, educators can design more effective and optimal learning strategies in utilizing technology.

B. Problem Of The Study

Based on the background above, the problem can be formulated as “What are students' perceptions on the use of ChatGPT in learning narrative texts writing?”

C. The Objective of The Study

Based on the problem above, the aim of this research is to investigate students' perceptions on the use of ChatGPT in learning narrative text writing.

D. The Scope of The Study

This study focuses on learning media technology that helps students create narrative texts, namely ChatGPT. This study aims to understand how students view the use of ChatGPT as a learning medium in helping them write quality narrative texts based on the Technology Acceptance Model (TAM) perspective. Specifically, this study examines perceived usefulness, which is the extent to which students view ChatGPT as useful in supporting the process of writing narrative texts, as well as perceived ease of use, which is the extent to which students feel that ChatGPT is easy to use as a learning medium. This study investigates the perceptions of students who choose not to use ChatGPT fully and only use it as a tool to develop ideas and evaluate the narrative texts they write. In

addition, this study also investigates the perceptions of students who rely entirely on ChatGPT in creating narrative texts, which has the potential to affect the level of independence and effort of students in the process of writing their own narrative texts.

E. The Significance of The Study

By studying students' perceptions regarding the use of ChatGPT in creating narrative texts can provide new insight into students' views of AI technology, one of which is ChatGPT, on their ability to write narrative texts. The results of this research can help identify the strengths and weaknesses of using ChatGPT in writing narrative texts for tenth grade students. This research has its own benefits:

- For students: This study will help tenth grade students understand the advantages and limitations of using ChatGPT in writing narrative texts. They will be able to evaluate the use of this technology more critically and be aware of the limitations and potential risks that may be associated with its use so that even when using ChatGPT as an assistive tool, students can learn about narrative structure, appropriate use of vocabulary, and the development of a cohesive storyline. This will have a positive impact on their ability to express ideas and produce good writing.
- For teachers/educators: This study can provide insight to teachers/educators in developing a more relevant curriculum by taking into account the use of ChatGPT technology in narrative writing activities. Teachers/educators can use ChatGPT technology as a tool to monitor students' writing progress over

time. Teachers can view students' writing results, track common mistakes, and provide appropriate guidance to improve their writing skills.

- For researchers: Through this study, researchers are able to gain experience in looking at how AI is used, one of which is ChatGPT, in students' narrative texts. Researchers can contribute to knowledge and academic literature in related fields. The results of this research can be used as a reference by other researchers in developing further research or enriching understanding of the use of ChatGPT in writing narrative texts. These contributions will help advance the field of research and enrich the available academic literature.

