

CHAPTER 1

INTRODUCTION

A. Background of the Problem

English Language learning in the current era is no longer considered just an additional school subject; it has transformed into a crucial basic skill for adapting to an increasingly connected world. Its role has evolved in line with technological advances and globalization, establishing it as the world's 'lingua franca' or common language. This means English serves as the neutral language used by people from various nations to communicate with each other, whether in the realm of diplomacy, international trade, or tourism.

In the digital age, most new content, innovations, and knowledge are first published in English. The majority of software interfaces, programming codes, prestigious scientific journals, and internet content are dominated by English. Without adequate understanding, an individual will be left behind from the latest technological developments and limited in their access to the academic world. The importance of mastering this language is also strongly felt in the workplace. Companies, both multinational and local, are increasingly seeking candidates with fluent English communication skills for international collaboration with teams, clients, or suppliers abroad. This ability often becomes the main differentiator that opens up career opportunities and enhances competitiveness.

In line with these demands, the way English is taught has also changed drastically. Learning no longer focuses solely on grammar and rote memorization of vocabulary, but rather on functional communication skills in real-life contexts. Technologies such as language learning apps, authentic videos, and artificial intelligence have become primary tools that make the learning process more interactive. English lessons now also emphasize cultural understanding, which is essential for communicating with speakers from different backgrounds. Essentially, English Language learning in the current era is a vital bridge to globalization, better careers, and unlimited access to knowledge, enabling every individual to become a competent global citizen.

In the rapidly evolving landscape of education, the integration of technology has become increasingly essential in shaping how students learn and engage with academic content. Across the globe, educational institutions are continuously adapting to digital innovations to enhance the learning experience and meet the needs of 21st-century learners (Mayer, 2009). As a result, technology-based media have emerged as powerful tools that facilitate more interactive, accessible, and student-centered learning environments.

One of the critical areas where technology plays a significant role is in the teaching and learning of English, particularly in English writing. English writing is a fundamental skill that enables students to communicate ideas effectively, think critically, and participate in scholarly discourse. In many educational systems, proficiency in English writing is not only a requirement for academic success but also

a reflection of a student's ability to engage in formal and structured communication (Prabawati et al., 2021). Therefore, enhancing students' English writing competence has become a major focus in English language education.

One critical area where AI shows potential is in English English writing. English writing is a core component of language proficiency that demands structured thinking, clarity of expression, and adherence to formal conventions. For vocational high school students, mastering English English writing can be particularly challenging due to limited exposure, lack of confidence, and insufficient practice. These students often struggle to organize ideas, use proper grammar, and develop cohesive arguments in writing.

There is a serious discrepancy between what the vocational high school curriculum demands- that the graduates communicate in practical English skills, and what students actually do. Literal interpretation. At tertiary level of education the quality of essay writing competences is viewed as a challenge among vocational high school students on account of low vocabulary and grammatical knowledge. Consequently a psychological block (of students self-doubt to begin writing) was formed.

In this fast moving technologically driven era, the Artificial Intelligence (AI) via ChatGPT platform found an interactive and personalized learning method to be a solution. ChatGPT is not just an answer engine, but can also act like a digital peer tutor giving students in the loop on their writing draft errors. It is anticipated that ChatGPT utilized in writing teaching will help to solve students' linguistic difficulties and

promote them to write more real, standardized English texts complying with the requirements of the new-era digital workforce.

Beside student-related obstacles, limitations in writing instruction also stem from educators' limited use of technology. Currently, the use of digital devices by teachers in the classroom is still not maximized and tends to be conventional. The smartphones owned by teachers are used more often for personal communication and social media than for innovative learning.

This condition indicates a digital literacy gap, where teachers have not fully explored the potential of Artificial Intelligence (AI) such as ChatGPT to facilitate the teaching process in the classroom. Teaching methods that are still limited to textbooks without integrating modern technological aids make the learning environment monotonous and less relevant to the times. Without the initiative to incorporate the latest technology, teachers will struggle to provide timely and diverse feedback to each student, considering the limitations of time and the large number of students in a single class.

SMK Negeri 3 Madiun is equipped with technological infrastructure such as computer labs and internet access, the integration of AI-Assisting tools in English writing instruction remains minimal. Teachers often rely on traditional methods, and students have limited awareness or experience with using AI tools like ChatGPT to support their writing process. As a result, writing is often treated as a product-focused activity rather than a dynamic process that can be improved through iterative feedback and guided support.

Among the various digital tools available, ChatGPT stands out as a powerful AI assistant capable of helping students brainstorm ideas, revise drafts, and enhance grammar and coherence in their texts. However, based on preliminary observations and discussions with students and teachers at SMKN 3 Madiun, it is evident that the use of ChatGPT in writing classes is still rare and underutilized. Many students are unaware of its potential benefits, and some feel uncertain about how to use it effectively. Moreover, teachers have not widely adopted this tool in classroom instruction, possibly due to a lack of training or understanding of how to integrate AI meaningfully into pedagogy.

This underutilization raises important questions about students' perceptions of AI tools like ChatGPT. According to the Technology Acceptance Model (TAM), the likelihood that students will adopt a new technology depends on two key factors: perceived usefulness and perceived ease of use. If students perceive ChatGPT as helpful and easy to operate, they are more likely to use it as part of their writing development. Conversely, negative perceptions or confusion about its function may hinder adoption, even when access is not an issue.

Rinda et al. (2018) said that the use of technology-based media in English english writing classes offers new opportunities for both teachers and students. Tools such as word processors, grammar checkers, collaborative writing platforms, and multimedia learning resources can support students in developing their writing skills more efficiently and creatively (Wijayatiningsih et al., 2018). These technologies also

allow for real-time feedback, interactive content delivery, and individualized learning pathways, which are increasingly aligned with the principles of modern pedagogy.

While previous studies have highlighted the effectiveness of tools like Google Docs, Grammarly, and Quillbot in improving writing performance, research focusing specifically on AI-Assisting tools particularly ChatGPT in vocational high schools is still scarce. Most existing studies center on university students or learners in urban schools with higher digital literacy. There is a noticeable gap in understanding how students in semi-urban vocational settings perceive AI tools and how these perceptions shape their engagement with english writing tasks.

Therefore, this study seeks to explore eleventh-grade Ai-Assisting Learning Media by Gpt Chat in Descriptive Text Used in Students' English English writingat SMK Negeri 3 Madiun in The Academic Year 2025/2026. Understanding their attitudes, challenges, and the support they need will provide valuable insights for teachers, curriculum designers, and school administrators. More importantly, this knowledge can contribute to more inclusive and practical strategies for integrating AI in classrooms where students face both technological and linguistic barriers.

B. Research Focus

This study focuses on exploring students' perceptions of using ChatGPT as an AI-Assisting learning media in English english writing at SMK Negeri 3 Madiun. Specifically, it aims to identify how eleventh-grade students perceive the usefulness and ease of use of ChatGPT, the challenges they encounter when using the tool, and

how it influences their writing process. The study also seeks to explore to what extent ChatGPT is utilized as part of their learning experience in writing tasks.

C. Research Problem

Based on the research focus above, the research problem is formulated as follows:

1. How do Student describe their experiences using ChatGPT as an AI-Assisting learning media in writing descriptive text?

D. Research Objectives

Based on the problem formulation above, the objectives of this study are as follows:

1. To explore students' experiences regarding the use of ChatGPT as an AI-Assisting learning media in their English writing activities.
2. To know students' opinion of ChatGPT can supports the quality of their writing in English.

E. Research Benefits

The result of the study r is expected to provide both theoretical and practical benefits, as follows:

Theoretical Benefits: This study contributes to the body of knowledge in English language teaching, particularly in the integration of Artificial Intelligence (AI) tools such as GPT Chat in writing. It also supports the development of modern pedagogical approaches that align with digital learning trends.

Practical Benefits: Practically, this research helps students utilize ChatGPT strategically as a digital peer tutor to independently improve grammar, expand technical/academic vocabulary, and build writing confidence without relying on copy-

pasting. For English teachers, it provides valuable insights to integrate AI-assisting tools effectively, manage feedback in large classes, and design proper guidance that helps students critically evaluate and adapt AI outputs. Furthermore, it serves as an empirical reference for school administrators at SMK Negeri 3 Madiun to optimize technological infrastructure and formulate productive policies regarding ethical AI integration in classrooms.

A. Definition of Terms

2. AI-Assisting Learning Media

Refers to digital learning tools or platforms that utilize Artificial Intelligence (AI) to support the teaching and learning process.

3. Chat GPT

GPT Chat is an AI language model developed by OpenAI, capable of generating human-like text. It functions as an interactive chatbot that can provide explanations, feedback, suggestions, and writing assistance, especially in contexts.

4. English Writing

A formal and structured type of writing in English that aims to convey ideas scientifically, logically, and systematically. In this context, writing includes activities such as writing essays, reports, or argumentative text.