

CHAPTER I

INTRODUCTION

This chapter consists of background, scope of the research, research questions, objective of the research, significance of the research, research methodology, and research key term definition.

1.1. Background

Technological advances, in the application of practical knowledge that has taken place in the last few decades, have elevated the curve of the creation of micro-computer chips parallel to the Internet of things that are changing the way we think, act, learn, and do our daily activities and occupations. This high stream, more commonly referred to as the “hot area” (Girasa, 2020).

Artificial Intelligence (AI) is a rapidly developing science that has been making substantial inroads into many other fields, including education. One particular area where AI has shown promise is in the domain of English as a Foreign Language (EFL) learning. Since EFL students are non-native English speakers, they frequently struggle to become fluent and proficient in the language, which makes them a special population to research in the context of AI-assisted language acquisition.

Being able to communicate in English is essential, but it's also a big deal when it comes to getting access to worldwide job and educational prospects. The

need for efficient and easily available language learning resources is growing along with the global demand for English language competency. The way EFL students learn and interact with the English language could be completely changed by artificial intelligence (AI) technologies, which range from chatbots and language translation apps to intelligent tutoring systems and virtual language teachers.

There are some kinds of AI that commonly used by EFL learning students according to their needs, chatbots like ChatGPT, Perplexity, language translation and paraphraser like Grammarly and Quillbot, to virtual tutor like Elsa, and many more. Based on researcher's initial observation, there are several EFL students at UKI Toraja that utilized those AI as a learning tool.

Even though the application of AI in language acquisition has been the subject of several studies, more work is required to fully understand the experiences of EFL students. It is crucial to comprehend how AI affects their English learning process, the difficulties they encounter, and the benefits they reap in order to optimize AI-based products and systems to better meet their demands.

The purpose of this study is to investigate how EFL students use platforms and tools for AI-assisted English language learning. This study will advance our knowledge of how AI is influencing EFL students' English language learning by gathering and evaluating data on their attitudes, perceptions, and learning outcomes. The study will also look at how AI might affect conventional language teaching techniques and how to incorporate it into the classroom.

In the end, this research aims to clarify the multifaceted impact of AI on EFL students' English language learning processes. The research intends to inform educators, policymakers, and technology developers on how to fully utilize AI to enhance EFL learning and, consequently, facilitate more effective language education on a global scale by offering insights into the effectiveness and limitations of AI in this context.

1.2. Research Questions

Based on the background of the issues outlined above, the researcher formulated the research question as follow: What are the impact of using AI on English learning based on EFL students' experience at English study program of UKI Toraja?

1.3. Objective of The Study

Based on the problem statement above, the objective of the research is to find out the impact of using AI on English learning based on EFL students' experience at English study program of UKI Toraja.

1.4. Significance of The Study

The result of this study can provide several benefits for the next researcher, student, and lecturer. For the next researcher, this research is expected to add a reference for future researcher who have the same problem at the research. For the Student, this research will useful to better utilize AI as a learning tools. And for the

lecturer, this research is expected to be a reference and as a briefing guide, in making a decision whether allowing the students to use AI in learning process or not.

1.5. Research Methodology

This study used qualitative methods to collect the data of this research. Qualitative research is more suitable for the type of research that understands social phenomena from the perspective of the participants. It identifies things that are relevant to meaning both in the diverse circumstances of the world, the diversity of people, the variety of actions, diverse beliefs and interests by focusing on the different forms of things that give rise to differences in meaning.

With this research method, the researcher can get maximum data and results, especially in terms of knowing what impact are experienced by students who use AI as a learning tools.

1.6. Key Terms and Definition

A. AI

AI, or artificial intelligence, refers to the simulation of human intelligence in machines that are programmed to think and learn like humans. It encompasses a variety of technologies and techniques that enable machines to perform tasks that typically require human intelligence. These tasks include visual perception, speech recognition, decision-making, language translation, and problem-solving.

B. Impact

Impact can have different meaning depending on the context. It can be the effect or influence of one person, thing, or action on another. It also means to have a strong effect on someone or something.

C. EFL Learning

This is an educational term referring to the teaching or learning of English in a country where English is not the primary or official language. Individuals studying English as a foreign language typically reside in a non-English-speaking country.