CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In today's digital era, technology has become a fundamental part of education, reshaped conventional teaching practices and expanded opportunities for learning and engagement (Yu, 2022). This transformation is clearly observable in English Language Teaching (ELT), in which technological tools have the capacity to improve language acquisition, promote interactivity, and support different learning styles. The broad acceptance of Information and Communication Technologies (ICT) has played a role in major developments in educational practices, ranging engaging learning platforms to various digital applications (Kim & Bae, 2020; Khamparia et al., 2017). As technology advances further, teachers are increasingly required to understand the manner in which digital tools can be meaningfully integrated to support effective teaching and learning processes (Dynarski et al., 2023).

Alongside the progress of educational technology, Artificial Intelligence (AI) has emerged as a game-changing innovation in educational contexts. AI-based tools deliver new possibilities for learner-specific instruction, automated feedback, and adaptive instructional support. In the field of ELT, the embedding of AI has attracted considerable interest because of its capacity to facilitate language practice and enhance instructional efficiency. One prominent AI application is ChatGPT, developed by OpenAI, which has rapidly achieved worldwide popularity with millions across the globe (Demansage, 2024). Fueled by cutting-edge language models, ChatGPT is capable of generating human-like responses and engaging users in significant exchanges. Previous studies indicate that ChatGPT can provide instant feedback, assist in language-related tasks, and support communication-based activities in language teaching scenarios (Kostka & Toncelli, 2023).

Beyond its function as a learning aid for students, ChatGPT has increasingly been recognized as an assisting tool for teachers. It can assist educators in designing

lesson plans, generating instructional materials, creating examples and exercises, and offering feedback customized for students' proficiency levels (Park, 2023). Unlike conventional educational technologies, ChatGPT provides lively and participatory support that allows teachers to respond flexibly to classroom needs. Several studies have reported that AI-assisted tools help achieve better educational productivity and creativity by reducing the time required for lesson preparation and material development (Nernere & Kastuhandani, 2024). In this sense, ChatGPT has the potential to complement teachers' instructional roles rather than replace them.

In spite of these encouraging potentials, the embedding of ChatGPT in ELT is not free from challenges. Researchers have expressed worries regarding issues such as plagiarism, the accuracy of AI-produced material, students' excessive dependence on AI tools, as well as ethical issues in schooling use (Mabuan, 2024; Al-Khresheh, 2024). Furthermore, ChatGPT mainly depends on text-based interaction, which may limit its effectiveness in developing certain language skills, such as speaking and listening, if not accompanied by appropriate pedagogical strategies. These concerns draw attention to the importance of teachers' roles in guiding, monitoring, and regulating the use of AI tools to ensure that they support meaningful learning outcomes rather than impede students' critical thinking and language development.

Teachers play a central role in determining the success of AI integration in the classroom, as they act as facilitators, decision-makers, and evaluators of instructional technologies. The effectiveness of ChatGPT in ELT largely depends on how teachers perceive its usefulness, ease of use, and pedagogical value. According to Ramakrishnan et al. (2024), teachers' readiness and attitudes toward AI greatly affect whether such technologies are adopted productively. However, teachers may also encounter difficulties associated with to limited training, lack of school regulations, and concerns about ethical use and academic integrity. Without adequate professional development and definitive regulations, the possible advantages of AI tools like ChatGPT may not be fully realized.

To understand teachers' acceptance of new technologies, the Technology Acceptance Model (TAM) proposed by Davis (1989) provides a relevant conceptual framework. TAM emphasizes two key determinants of technology adoption: Perceived Usefulness and Perceived Ease of Use. These constructs help explain how teachers evaluate whether a technology improves their teaching performance and how easily it can be integrated into their classroom practices. Applying TAM in the context of ChatGPT enables a systematic examination of teachers' perceptions, experiences, and concerns regarding AI-assisted instruction in ELT.

Although a growing body of research has examined the use of ChatGPT in language learning, there remains limited empirical evidence focusing specifically on English teachers' perceptions and real classroom experiences, particularly at the junior high school level in the Indonesian context. Many existing studies tend to emphasize students' outcomes or the technical capabilities of AI tools, while teachers' perspectives as primary agents of technology integration receive less attention. This gap stresses the need contextual research that explores how teachers perceive, experience, and evaluate the use of ChatGPT in their daily teaching practices.

Therefore, this investigation intends to investigate English teachers' experiences and perceptions regarding the use of ChatGPT in English Language Teaching at the junior high school level in Tasikmalaya, Indonesia. Guided by the Technology Acceptance Model, this this research intends to explore teachers' perceived usefulness and perceived ease of use of ChatGPT, as well as the benefits and challenges they encounter when embedding this AI tool into classroom instruction. By focusing on teachers' perspectives, this study is expected to contribute meaningful understanding of the responsible and successful integration of AI in ELT.

1.2 Formulation of the Problem

The research question formulated in this study is, "What are English teachers' perceptions and experiences of using ChatGPT in English language teaching?"

1.3 Operational Definitions

To avoid misunderstanding of the terms used in this study, the researcher provides the following definitions:

A.   AI ChatGPT

AI ChatGPT is an artificial intelligence language model created by OpenAI. It is based on the Generative Pre-trained Transformer (GPT) and is designed to understand and produce human-like text..

B.   English Language Teaching (ELT)

English Language Teaching (ELT) in this study includes all instructional activities focused on teaching English as a second or foreign language that utilize Artificial Intelligence (AI) tools, like ChatGPT, to improve the teaching and learning process.

C.   Teacher's Experiences

Teachers' experiences refer to educators' personal accounts and stories of using AI ChatGPT in their English language classes. These experiences include their interactions with the tool, how they implemented it, and their thoughts on how it affected teaching methods and student learning. The term 'experiences' reflects the accumulated knowledge, skills, and feelings teachers gain through direct contact with ChatGPT in educational settings. These experiences are crucial in shaping teachers' views of ChatGPT, as their beliefs, attitudes, and acceptance are often influenced by how they see its usefulness, face its challenges, and assess its results in practice.

D.   Teacher's Perceptions

The beliefs, attitudes, and opinions held by teachers regarding the use of AI ChatGPT in ELT refer to their views on its benefits, challenges,

effectiveness, and overall acceptability in enhancing language teaching and learning.

1.4 Aim of the Research

This research investigates English teachers' perceptions and experiences of using ChatGPT in English language teaching, examining their perceived usefulness and perceived ease of use as conceptualized in the Technology Acceptance Model (TAM). In addition, the study explores teachers' practical experiences, perceived benefits, and challenges encountered when integrating ChatGPT into their teaching practices.

1.5 Significance of the Study

1.5.1 Theoretical contribution: The study may contribute to the development or refinement of theoretical frameworks that guide the integration of AI technology into language teaching practices, such as TAM (Technology Acceptance Model).

1.5.2 Practical contribution: The study may offer practical pedagogical strategies and recommendations for teachers to effectively integrate AI technology into their English language teaching. This could include specific approaches, techniques, and best practices derived from the experiences of successful implementations.

1.5.3 Empirical contribution: The study involves a case study approach that will contribute detailed data from a real-world context. This empirical data can provide a deeper understanding of how AI technology is integrated into English language Learning within specific educational setting.