

CHAPTER I

INTRODUCTION

This chapter presents a comprehensive description of the study. It comprises the background, formulation of the problem, operational definition, aims of the study, and significance of the study.

A. Background of the Study

Artificial Intelligence (AI) has developed rapidly since its early conceptualization in the mid-20th century. According to Suresh and Sasidharan (2025) AI is a rapidly evolving field that aims to create systems capable of performing tasks requiring human intelligence, and it has been significantly impacted by advances in machine learning and natural language processing. Over the past decade, AI has increasingly influenced various sectors, including education. Okello (2023) states that AI has significantly impacted education by enhancing content accessibility and addressing teachers' lack. It has transformed how learners access information, complete tasks, and interact with digital learning environments. In higher education, AI technologies, such as intelligent tutoring systems and adaptive learning platforms, enhance personalized learning and educational outcomes (Kazimova et al., 2025). Thus, the rapid advancement of AI has positioned it as a transformative force in higher education, reshaping instructional practices and redefining the ways students engage with learning.

In the field of English as a Foreign Language (EFL), AI integration has become even more prominent. According to Xu (2024), AI in college English teaching fosters personalized learning paths, implements adaptive assessment and feedback, and utilizes intelligent writing correction systems, thereby enhancing learning outcomes and supporting students' language development through diverse digital resources. On the other hand, a study by Chiriac et al. (2025) reports that AI-driven applications like

Duolingo, Grammarly, and ChatGPT significantly improve learners' motivation, engagement, and linguistic accuracy. These developments demonstrate that AI has become a powerful support system in EFL learning, yet its growing influence also brings emerging challenges that require careful examination.

Despite its advantages, the rapid adoption of AI has posed significant challenges and risks in global higher education. According to Chukwuere (2023) and Limna et al. (2022) the use of artificial intelligence in higher education raises ethical and privacy concerns, as well as academic dishonesty. Another researcher from Octaberlina et al. (2024) also discuss that AI can reduce the originality of academic work, trigger plagiarism, and inhibit critical thinking by diminishing active engagement in the thinking process. These issues show that the misuse of AI can seriously threaten academic integrity and weaken students' critical thinking skills, suggesting that other risks associated with AI in higher education also need closer attention.

In the Indonesian context, Susanti et al. (2020) examine the implementation of artificial intelligence in higher education in Jakarta, Indonesia, which presents unique ethical challenges, particularly in the context of academic dishonesty. The research explicitly highlights that with Jakarta's status as a Smart City, the sporadic use of AI tools such as ChatGPT, Jenni, and other generative AI tools has significantly increased the risk of academic plagiarism among students. These tools can be easily misused to complete assignments without meaningful engagement in the learning process, thereby undermining essential educational goals such as independent thinking, knowledge synthesis, and the production of original academic work. Moreover, Kovari (2024) noted that ChatGPT and similar AI tools can be misused to complete assignments, causing students to bypass genuine learning and weakening their independent thinking and ability to produce original academic work. These issues illustrate how the misuse of AI has become a growing concern in the Indonesian higher education context,

suggesting the need to examine further its broader implications, particularly in English language learning. Although AI is designed to support learning, its use in academic settings has increasingly shifted beyond assistance.

In some learning situations, students tend to turn to AI to complete a task, relying on generated answers rather than engaging with the learning material themselves first. In certain cases, AI outputs are used with limited evaluation, suggesting a potential overdependence that may affect meaningful learning processes. According to Rahe and Hamburg (2025) students often request full solutions from generative AI like ChatGPT after encountering difficulties, indicating a tendency to over-reliance on AI outputs. These patterns suggest that while AI offers immediate support, its uncritical use can weaken students' engagement with learning tasks, highlighting the need to examine further how such reliance influences cognitive processes and learning behavior in academic contexts.

Studies on the influence of AI in education reveal a complex relationship between its advantages and challenges. Marcela et al. (2023) observed that reliance on AI tools during online learning environments often diminishes students' engagement and discourages self-driven learning behaviors. Additionally, Connell (2016) highlighted how AI tools, such as paraphrasing software and translation apps, facilitate academic misconduct by enabling students to bypass academic standards. In addition, Harjali (2019) emphasized the significance of collaborative and interpersonal learning methods, which are often disrupted by the shift to AI-driven tools. Moreover, existing studies frequently highlight theoretical risks but seldom investigate students' lived experiences, how they personally perceive AI's negative impacts on their motivation, critical thinking, and academic integrity in real learning situations.

Although existing studies have explored various challenges associated with AI use in education, such as reduced engagement, increased academic misconduct, disrupted learning processes, and weakened critical thinking, most of this research has

been conducted in global or non-EFL contexts. For example, Zhang et al. (2024) found that AI overuse reduces critical thinking and independent learning. Further, Marcela et al. (2023) reported decreased student engagement caused by reliance on automated tools. Moreover, Ahmad et al. (2023) highlighted concerns about academic dishonesty and reduced effort among students who rely heavily on AI-generated answers. In the Indonesian context, Susanti et al. (2020) documented early concerns about AI-assisted plagiarism and declining cognitive engagement, though these studies were not focused on English language learning specifically. Recent studies such as Sabili et al. (2024) and Chea and Xiao (2024) have explored AI use among EFL learners, but they have primarily addressed general perceptions and benefits rather than negative impacts on motivation, cognition, or academic integrity. Therefore, there remains a clear gap in understanding how Indonesian EFL learners experience the negative effects of AI, particularly regarding dependency, reduced motivation, and ethical concerns.

This study focuses on these negative impacts because much of the current literature highlights AI's benefits for learning. For example, Gupta (2024) state that AI-powered Adaptive Learning Systems enhance learning efficiency by delivering timely feedback and personalized support. Similarly, Kasneci et al. (2023) emphasized that large language models can offer significant benefits, such as increased accessibility and individualized learning pathways, while the risks are comparatively underexplored. In the Indonesian EFL context, these risks are especially important since language learning requires active practice and independent cognitive effort, both of which may decline when students rely too heavily on AI tools. By examining these challenges, this study aims to provide a more balanced understanding of AI's role in higher education and to guide more responsible and ethical use of AI in English learning.

B. Formulation of the Problem

The research question of this study is “What are the perceptions of students regarding the negative impact of artificial intelligence on English language learning?”

C. Operational Definitions

The researcher provides three definitions related to this study to avoid misunderstanding about the terms set out in this study as follows;

1. Artificial Intelligence

Artificial Intelligence refers to the integration of intelligent computer systems into higher education environments, notably those used to learn English as a Foreign Language (EFL). This comprises intelligent tutoring systems, chatbots, and translation tools that offer personalized learning experiences, feedback, and instructional help.

2. Negative Impact

Negative impact is defined as any undesirable or harmful effect resulting from the use of AI in higher education.

3. Student Perception

Student perceptions refer to the views, opinions, and understanding of higher education students regarding the negative impacts of AI on their learning experience.

D. Aim of the Study

Based on the formulation of the problem, this study aims to explore students' perceptions of the negative impact of artificial intelligence on Indonesian higher education.

E. Significances of the Study

1. Theoretical Uses

This research contributes to the use of Technological Determinism as a theoretical framework for understanding students' perceptions of the negative impacts of artificial intelligence (AI) in higher education. Rather than attempting to develop or modify the theory, this study applies its key principles to analyze how AI affects students' learning behavior, cognitive processes, ethical awareness, and dependence in English language learning. By applying this theory to the context of Indonesian higher education, this study shows how Technological Determinism can help explain the consequences of AI use from the students' perspective. These findings can also be used as a reference for future research that aims to apply this theory in analyzing the negative impact of AI in English language learning or other educational environments.

2. Practical Uses

This research provides valuable insights for educators, learners, and researchers interested in the integration of artificial intelligence in English language learning. By understanding the negative impacts of AI, educators can develop more appropriate instructional strategies, guide students toward responsible AI use, and more effectively monitor students' learning progress. At the same time, learners can become more aware of how AI may influence their motivation, critical thinking, and language development, enabling them to use AI tools more wisely and maintain active engagement in the learning process.

3. Empirical Uses

This research provides new insights for future researchers by revealing students' perspectives on the negative impacts of artificial intelligence (AI) on

learning behavior, cognition, ethics, and dependence in English language learning. These findings provide qualitative empirical evidence that can support future research examining AI-related challenges in the context of English language learning.