

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The 21st The century is an era of rapid and general technological revolution, highlighted by the Artificial Intelligence (AI). This transition has disrupted almost all of sectors, education being one among them. A while ago this subject just a science fiction novel, AI is now readily available in classrooms in the form of different applications and tolls. These range from simple (but effective) grammar-checking software, like Grammarly, to more sophisticated and often generative tools such as ChatGPT, Gemini and QuillBot. The proliferation of AI and its availability have given rise to a debate among educators, researchers on the role of AI as aid in learning. The integration of such tools has the potential to transform traditional teaching practices by providing a customization and adjusting, in order to support to students.

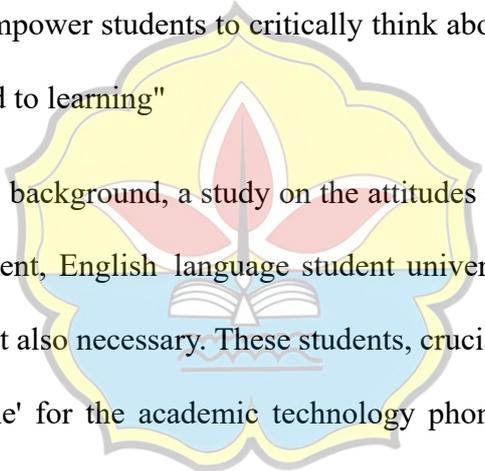
In the field of English language Teaching (ELT), writing has been known as one of the most difficult and complicated skills to be developed among a variety of other skills particularly EFL (English as a Foreign Language) learners (Harmer, 2004). Students face many issues in writing like having low vocabulary, finding it problematic to put words into sentence and sentences into a paragraph and lack of Self-Esteem while penning down on the paper. These difficulties especially reveal themselves when students are asked to write a descriptive passage. It's a skill this type of formulaic writing requires; one must describe an item, person or place

through the senses so their imagination can produce a clear, vibrant picture in their mind. at the third semester students' English language university of Batanghari, they have struggled with these exact problems. This struggle can often lead to disengagement and feelings of incompetence when students are required to write descriptively.

The development of AI based applications gives a convenient and appropriate solution to this pedagogical problem. These are the sort of tools that can give you immediate feedback without judgment on grammar and syntax and style. They can also help students brainstorm ideas, suggest other words to use, and even rewrite sentences in ways that make more sense. But the efficacy of these technological tools is not solely a function of their impressive technical prowess. But it's just as much a matter of how learners make use of and think about the technology. As Dr. Ken Koedinger, a professor of Human-Computer Interaction and Psychology at Carnegie Mellon University writes in an article, "Technology can be a powerful tool for learning, but it is used best when students have excellent psychological engagement with using the technology." Their experience of whether a tool is useful and easy to use, predicts strongly whether they will take it up and have benefits from using it" (Koedinger, 2024). This expert perspective reinforces the core claim of this study: that students' perspectives are also critical for unlocking AI in education.

The academic perspective toward AI is a complex and evolving one. On the one hand, AI is eagerly adopted by many students and teachers as a solution to increase productivity and practice. They value its capacity to save time, cut down

on the cognitive load of mundane tasks (like proofreading), and offer a tolerable environment in which to play with language. But there are solid counterarguments and questions. There is a tremendous risk of overdependence on AI, and such dependence can be harmful to student's cognitive development and creativity." There is also the looming matter of academic integrity, as the trend towards "AI-giarism" surfaces and students use AI-generated work to fudge ownership and boards second-guess assistance. A new report from the Brookings Institution (2025) urges for a balanced pedagogy and stresses, "it is not about having AI become the teacher itself but empower students to critically think about when or how they can employ AI as an aid to learning"



Against this background, a study on the attitudes of tenth grade students in third semester student, English language student university of Batanghari is not only appropriate but also necessary. These students, crucial to the manufacturers as they are in a 'prime' for the academic technology phone manufacturer's market segment (Prensky, 2001) have attitudes towards new technologies that have yet to be determined. Their perspectives will be invaluable to gain context-specific insights into the opportunities and challenges of embedding AI in English studies. By rigorously examining their opinions, this study will therefore seek to offer an evidence-based, articulate basis for educationalists, principals and policy-makers to begin to think about how AI can responsibly and effectively be used in the teaching of writing.

The academic landscape of AI is varied and dynamic. (cisgender) on the other hand, many students and educators enthusiastically promote ai as a tool to

improve productivity and build skills. They like its time-saving and cognitive-burden-lowering features (e.g. no more proofreading), and the space it provides to play with language. But there are pretty strong counterarguments and some worries. Avoidance of excessive dependence on AI, which may retard a student's own cognitive development and creativity, is an important ethical factor. Then there is the challenge of maintaining academic integrity, which has become more vexing with the advent of "AI-giarism," where students submit content that was initially created by artificial intelligence as their own work — without it being clear what constitutes simply trying out ideas and what crosses over into intellectual theft. A recent article from the Brookings Institution (2025) recommends a balanced pedagogical perspective: "the aim should not be to have AI replace the teacher, but rather empower students to think critically about how and when to use AI as a co-learner on their educational journey."

In that diverse faced an investigation in the students' perceptions of the third semester student of English language commission university of Batanghari is needed. At this formative stage the use of technological innovation student generation is being shaped and conditioned. The way they see it will be of invaluable contextual benefit on integrating AI into English curriculum. Through a systematic exploration of their perspectives, this study seeks to offer an evidence-supported foundation for teachers/educators, school leaders and policy makers to make informed decisions regarding the responsible and effective use of AI in writing pedagogy

1.2 Identification of the Problem

Even though there has been more and more AI application availability and use in education, however, specific research of how the third semester student English language student university in Batanghari perceive the effectiveness of this tool for writing process does not exist, especially to a specific text genre of descriptive one. The existing state of the art in this field tends to address university students or generic writing skills. Without meaningful insights into how students view such technologies (perceptions), what they think users should do with it (attitudes), and when, or if at all, it will be adopted by them (intentions to use), educators may find it challenging to embed AI in the curriculum effectively and prudently. This paper aims to fill this gap, by systematically studying the student opinions on using AI in writing descriptive text.

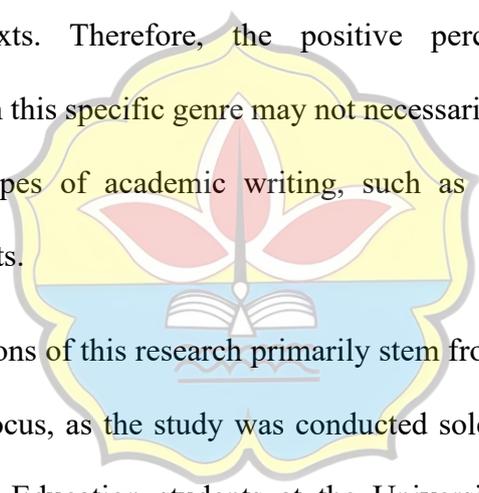
1.3 Limitations of the Research

This research is subject to the following limitations:

- a) Geographic and Institutional Scope: The study focuses specifically on third-semester students within the English Language Education program at the University of Batanghari in Jambi. Consequently, the results may not be generalizable to students in other regions of Indonesia, different types of higher education institutions, or different grade levels.
- b) Sample Size and Sampling Method: The research utilized a small sample of 15 students selected through convenience sampling. While this is suitable for a

descriptive quantitative study of this nature, the small sample size may not fully capture the diversity of perceptions across the entire student population.

- c) **Subjective Nature of Data:** As a perception-based study, the findings rely entirely on self-reported data from students via questionnaires. This study measures how students *perceive* their improvement and the tools' effectiveness rather than providing an objective measurement of their actual writing performance through pre-tests or post-tests.
- d) **Focus on a Specific Genre:** The research is limited to the use of AI in writing descriptive texts. Therefore, the positive perceptions regarding AI's effectiveness in this specific genre may not necessarily apply to more complex or different types of academic writing, such as argumentative essays or technical reports.



The limitations of this research primarily stem from its specific geographic and institutional focus, as the study was conducted solely among third-semester English Language Education students at the University of Batanghari, which restricts the generalizability of the findings to broader educational contexts. Furthermore, the small sample size of 15 participants and the use of convenience sampling may not fully represent the diverse perspectives of the entire student body. Because the study relies on self-reported questionnaire data, it captures subjective perceptions rather than providing an objective measurement of writing improvement through empirical testing. Finally, the research is narrowed to the use of AI specifically for writing descriptive texts, meaning the results may not apply

to other academic genres or reflect the nuanced differences between various AI platforms.

1.4 Research Questions

This research is driven by the following research questions such as:

1. What are tenth-grade students' perceptions on the effectiveness of using AI applications in writing descriptive text at third semester student, English language student university of Batanghari?
2. What are the features of AI applications students considering the most appropriate for helping them to learn descriptive writing skills?

1.5 Objectives of the Research

The study is aimed at investigating and describing the perceptions the third semester student of English language student university of Batanghari regarding the effectiveness of AI applications in writing descriptive text. Specifically, this study aims to:

1. Describing and characterize the general attitudes and perceptions toward AI in writing by tenth-grade students.

1.6 The Significance of The Research

The study will be of theoretical and practical value in the following ways:

1. Theoretical Benefits:

1. Add to the literature base in the area of using technology in language teaching methods, specifically with respect to AI apps' use in Indonesian context.
2. Provide further insights to aid in student perception as a key factor for the successful implementation of educational innovations.
3. Lay a foundation for future work on the efficacy of AI applications across writing genres and educational contexts.

2. Practical Benefits:

1. For Teachers: Offer ideas about the perceived strengths and limitation of using AI applications from their students' perspective that might inform teachers' practices and promote use of good practice approaches to teaching descriptive writing
2. For students: Consequently, the result is expected to contribute in enhancing the better instruction, leading the tenth-graders of Third semester student at University English Language Student Batanghari be more competent to develop their descriptive writing skill and have good academic achievement.
3. For the Educator Leader (the third semester student, English Language Education program of University Batanghari): Provide information that can be used to help make technology implementation decisions, curricular changes, and resource allocation choices from the point of instruction so as to support effective writing.

4. For English Language Teaching Programs: Offer empirical support to help inform teacher preparation programs on the value of attending to student perceptions and ways to implement technology in teaching writing.

1.7 Definition of Key Terms

For consistent references in the whole research, it can be define:

1. Students' Perception: The belief, attitude and understanding of the tenth-grade students as the third semester student in English language student university of Batanghari toward how AI works effectively and how it is applied in learning descriptive writing.
2. AI applications: For the purpose of this study, these are software tools and platforms that utilize AI technology to support users with different elements of writing including checking grammar/spelling, generating suggestions regarding improving sentence structures, enhancing vocabulary and creating ideas.
3. Descriptive Writing: The skill exhibited by students in written text, which engages [the] reader in clearly envisioning what is being described (in a manner that brings to life) through use of sensory details, effective organization and the use of figurative language-creating an image in readers' minds.
4. The third semester of English students Respondents: The subject of respondents in this research were tenth grade at the third semester student, English language student university of Batanghari.

5. Effectiveness: The extent of the effectiveness in which participants perceive AI-based applications are able to enhance descriptive writing skills among students.

