

CHAPTER I

INTRODUCTION

A. Background of The Study

The rapid development of technology in the current digital era has significantly impacted various aspects of life, including education. This transformation has encouraged the integration of digital innovations to improve teaching and learning processes, one of which is Artificial Intelligence (AI). AI is increasingly utilized in educational contexts because it supports interactive and personalized learning environments, allowing instruction to be tailored to students' individual needs. AI has strong potential to enhance educational practices by supporting teachers and learners through intelligent systems that improve learning effectiveness.¹ In this context, the integration of AI highlights changing roles for both teachers and students, particularly in English language learning, where AI can provide personalized feedback and adaptive learning experiences to enhance descriptive text writing skills.

Building on this potential, AI-assisted tools such as ChatGPT, Gemini, and similar applications play a significant role in supporting students' writing development through instant and individualized feedback. These tools help learners improve grammar, spelling, and sentence structure efficiently by

¹ Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). 'Intelligence Unleashed: An Argument for AI in Education.' Pearson Education.

offering real-time corrections, which aligns with the adaptive feedback discussed in the previous paragraph. AI-assisted learning increases efficiency in writing instruction by accelerating revision processes and supporting learner autonomy.² Nevertheless, despite these advantages, the use of AI also presents challenges, including the risk of students becoming overly dependent on technology and the possibility of reduced critical thinking if AI is used without proper guidance. Therefore, the roles of teachers remain essential in supervising, guiding, and balancing AI use to ensure that technology supports, rather than replaces, meaningful learning.

In relation to the importance of guided writing development, writing is one of the most essential skills in learning English because it enables students to express their thoughts, feelings, and ideas in a clear and organized manner. Through writing activities, learners not only convey messages but also develop critical and creative thinking skills by generating, organizing, and refining ideas, which strengthens both linguistic and cognitive abilities.³ In educational contexts, writing plays a crucial role in measuring academic achievement, as it reflects students' ability to understand and use language effectively. Furthermore, in vocational education, writing competence is a fundamental skill that prepares students for professional demands, including composing reports, writing correspondence, and producing formal

² Brown, K., & Taylor, R. (2023). 'Efficiency in AI-Assisted Learning.' *Journal of Educational Technology*, 12(4), 78-90.

³ Hyland, K. (2016). *Teaching and Researching Writing*. Routledge.

documentation.⁴ Therefore, mastering writing skills particularly descriptive writing is essential not only for academic success but also for students' readiness to enter the workforce.

Understanding both teachers' and students' perceptions of the use of Artificial Intelligence (AI) in descriptive text writing is essential for clarifying their respective roles in supporting the development of students' writing skills. Teachers are expected to utilize AI tools thoughtfully in the learning process to ensure that technology functions as a supportive aid rather than a replacement for human instruction. At the same time, students need to be guided to use AI as a learning medium that assists their writing development instead of relying on it entirely. This balanced approach allows the learning process to remain creative, reflective, and centered on human cognition. Consequently, maintaining equilibrium between AI assistance and human creativity is fundamental to preserving students' critical thinking and originality in writing.⁵

In line with the importance of balancing AI assistance and human roles, several previous studies have explored the integration of Artificial Intelligence (AI) in writing instruction and reported promising findings. For example, Chen, Wang, and Zhang found that students who used AI tools showed significant improvements in grammar accuracy and vocabulary

⁴ Johnson, A. (2023). Technical Writing in Vocational Training. *Journal of Vocational Education Studies*, 18(2), 45–60.

⁵ Smith, J., & Taylor, R. (2022). AI in Writing Education: Balancing Assistance and Authenticity. *Journal of Learning Technologies*, 28(4), 315–329.

mastery compared to those who did not use such tools.⁶ Similarly, Johnson, Liu, and Wang revealed that students generally held positive attitudes toward AI-assisted writing, although some expressed concerns about becoming overly dependent on the technology.⁷ Smith and Taylor also emphasized that teachers play a crucial role in ensuring that AI tools are implemented effectively and ethically in classroom writing activities.⁸ However, most existing studies have focused primarily on the effectiveness of AI in enhancing general writing performance rather than examining teachers' and students' perceptions of its use in specific writing genres, such as descriptive texts. Therefore, research that investigates these perceptions, particularly in vocational school contexts like SMKN 2 Pandeglang, remains limited, and this study seeks to address that gap by examining how teachers and students perceive the role of AI in developing descriptive writing skills.

This research, therefore, aims to investigate the perceptions of teachers and students at SMKN 2 Pandeglang toward the use of AI in writing descriptive texts. It explores how both groups view the roles, benefits, and challenges of AI-assisted writing, as well as how these perceptions influence the learning process. Through a quantitative descriptive approach, this study seeks to

⁶ Chen, L., Wang, T., & Zhang, Y. (2023). *AI-Assisted Learning in Writing Classrooms: A Quantitative Study*. *Journal of Educational Technology*, 15(2), 78–95.

⁷ Johnson, A., Liu, H., & Wang, S. (2023). *The Role of AI in Inclusive Education*. *Journal of Learning Innovations*, 14(1), 112–130.

⁸ Smith, J., & Taylor, R. (2022). *AI in Writing Education: Balancing Assistance and Authenticity*. *Journal of Learning Technologies*, 28(4), 315–329.

provide insights that can help improve writing instruction using AI while maintaining students' creativity and critical thinking. The findings are expected to contribute to the development of more adaptive English learning practices in vocational education, aligning technological advancement with pedagogical effectiveness.

B. Statements of The Problem

Based on the background of the study, the following research questions are formulated:

1. What are the teachers' perceptions of the role of Artificial Intelligence (AI) tools in teaching descriptive text writing at SMKN 2 Pandeglang, particularly in terms of supporting pedagogical practices as explained in English Language Teaching theories?
2. What are the students' perceptions of using AI tools in developing descriptive text writing, in relation to writing skill theories and learner autonomy?
3. What challenges do teachers and students face when utilizing AI tools in writing descriptive texts, especially concerning issues of over-dependence, ethics, and digital divide as highlighted in AI in education studies?
4. How do teachers and students perceive the effectiveness of AI tools in enhancing the quality of descriptive text writing, considering theories of

writing instruction (process approach, feedback, and descriptive text pedagogy)?

C. The Aims of The Study

The primary objectives of this study are as follows:

1. To in-depth interview the perceptions of teachers regarding the use of AI tools in teaching descriptive text writing at SMKN 2 Pandeglang.
2. To know the perceptions of students concerning the use of AI tools in writing descriptive texts at SMKN 2 Pandeglang.
3. To identify the challenges faced by teachers and students in utilizing AI tools for writing descriptive texts.
4. To explore how teachers and students perceive the effectiveness of AI tools in enhancing the quality of descriptive text writing.

D. Benefits of The Study

This research is expected to provide several benefits for different stakeholders in education:

1. For Teachers:
 - a. To gain insights into how AI tools can be effectively integrated into the teaching of descriptive text writing.
 - b. To understand the challenges faced in implementing AI tools and develop strategies to overcome them.

- c. To enhance the quality of descriptive writing instruction through the practical use of AI.

2. For Students:

- a. To improve their understanding of how AI can assist in writing descriptive texts.
- b. To develop critical thinking and writing skills through the appropriate use of AI tools.
- c. To enhance their awareness of both the advantages and limitations of relying on AI for writing tasks.

3. For Schools:

- a. To provide useful data that can support the development of AI-integrated English curricula.
- b. To offer recommendations for creating a balanced approach between human creativity and AI assistance in writing education.

E. Significance of The Study

This study holds significance in several aspects:

1. Theoretical Significance

This research contributes significantly to the body of knowledge on the integration of AI in language learning, particularly in the context of descriptive writing. By examining the perceptions of both teachers and

students, the study enriches the academic discourse on how AI tools function as educational aids in enhancing writing skills. Furthermore, it sheds light on the evolving roles of educators and learners when integrating technology into the classroom. In addition, this research highlights the critical balance between utilizing advanced technologies and maintaining human creativity in writing instruction. Thus, the findings are expected to provide valuable insights for educators and policymakers seeking to optimize AI use in language education while preserving essential creative thinking skills.⁹

2. Practical Significance

The findings of this study provide practical insights for educators on how to effectively incorporate AI tools into the teaching of descriptive texts. By understanding the perceptions and challenges faced by both teachers and students, educators can develop more adaptive teaching strategies that integrate AI while maintaining pedagogical effectiveness. The study also offers comprehensive guidance on addressing potential challenges related to AI use in writing education, such as dependency and the risk of reduced critical thinking skills. These insights are crucial in helping teachers strike a balance between leveraging technology and fostering independent writing abilities. Furthermore, the research supports

⁹ Johnson, A., & Wang, S. (2023). "Blending Human and AI Insights in Writing." *Educational Technology Review*, 19(3), 45-62.

schools in designing curricula that not only align with technological advancements but also preserve students' cognitive engagement and creativity. In this way, the study addresses the need for a holistic approach to AI integration, ensuring that technology serves as a complement rather than a substitute for human effort in writing instruction. By doing so, it contributes to the ongoing discourse on modernizing education without sacrificing foundational literacy skills.¹⁰

F. Scope of The Study

This study focuses on the roles and perceptions of teachers and students in utilizing AI tools for writing descriptive texts at SMKN 2 Pandeglang. The scope of the study includes:

1. **Participants:** Teachers and students at SMKN 2 Pandeglang, particularly those involved in English writing instruction.
2. **AI Tools:** Applications such as Gemini, ChatGPT, and other AI-based writing assistants used for writing descriptive texts.
3. **Writing Skills:** The study specifically addresses the development of descriptive text writing, as it is relevant to the English curriculum at the vocational level.
4. **Research Method:** A mix-method to gather data on perceptions and challenges in utilizing AI for writing.

¹⁰ Smith, J., & Taylor, R. (2022). "AI in Writing Education: Balancing Assistance and Authenticity."

5. By focusing on this specific context and group, the study aims to provide detailed insights that are both relevant and applicable within vocational education settings.