

CHAPTER II

REVIEW OF RELATED LITERATURE



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A. Review of Related Theories

1. Students' Perceptions

a. The Definition of Perception

Perception is one of the most essentials aspects of human cognition because it allows individuals to interpret and understand the world around them. Through perception, people understand what is happening around them, and different individuals may perceive the same object or event in diverse ways. These perceptions may be either positive or negative.

Perception is a process in which messages or information enter the human mind and are connected to a person's thoughts, feelings, and experiences. Meanwhile, Albright (2019: 452) stated that perception describes how individuals may differ in viewing something. Some people may interpret something as good or positive, while others may see it negatively. This perception can affect a person's actions that can be observed directly.

Similarly, according to Sabarini in Nisa et al (2021: 215), perception refers to an individual's impression or response formed after processing information about objects through sensory experience. It can be concluded that perception is the consequence of information processing gained from sensory experiences, which influences an individual's impressions or responses to an object or event.

In conclusion, perception is the mental process through which people absorb, organize, and interpret information from their surroundings. It is



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subjective because it is influenced by a person's thoughts, feelings, and experiences, which can lead to different interpretations and affect their attitudes and actions.

b. Process of Perception

According to Qiong in Asagana (2017: 14) stated that the perception process involves three main stages: selection, organization and interpretation.

a) Selection

Selection refers to the initial stages in which the sensory organs respond to and choose certain stimuli that originate from the external environment. This process determines which information will receive attention and proceed to further stages of perception.

b) Organization

Organization is the stage where the selected stimuli are arranged and classified into meaningful patterns. At this stage, social and physical objects we perceive are identified through their attributes such as shape, color, texture and size. For instance, when asked to describe a human being, one person might focus on skin color, while another might refer to race or nationality.

c) Interpretation

Interpretation is the final stage in which the organized information is given meaning. It is a subjective process influenced by factors such as past experiences, motivation, personality and intelligence. These elements shape how individuals understand and respond to what they perceive.



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c. Types of Perception

According to Robbins in Lindawati et al (2003: 394) perception is categorized into two types: positive and negative perception.

a) Positive perception

Positive perception refers to a person's favorable interpretation of something, which aligns with their expectations or existing norms. This kind of perception usually arises from an individual's satisfaction, understanding and previous experiences related to the object being perceived.

b) Negative perception

Negative perception occurs when someone views something in an unfavorable way that goes against expectations or established standards. Such perception often develops due to dissatisfaction, limited knowledge, or lack of personal experience with the object, leading to negative evaluations.

From this explanation, it can be concluded that both positive and negative perceptions influence an individual's behaviour. The manner in which a person understands and applies their knowledge and experience to an object influences whether their perception is positive or negative.

d. Indicator of Perception

According to Walgito in Syahputra and Putra (2020: 10) perception can be identified through several indicators, namely absorption, understanding and evaluation.



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a) Absorption

Absorption refers to the process in which a person receives external stimuli or objects through the five senses. These sensory inputs are then processed and combined, resulting in mental images, impressions or reactions in the brain.

b) Understanding

Understanding involves making sense of what has been perceived. Once mental images are formed, the mind organizes, classifies and interprets them to gain meaning or comprehension about an object.

c) Evaluation

Evaluation is the stage where individuals make personal judgements about what they have understood. After forming an understanding, people compare their perceptions with their own subjective standards because everyone has different viewpoints and experiences and the perception of the same object may vary from one person to another.

While according to Robbins in Wijayanti (2003: 21) there are two indicators of perception:

a) Acceptance/Reabsorption

The process of acceptance or reabsorption is an indicator of perception in the physiological stage; it concerns the function of the five senses in grasping external stimuli.

b) Understanding/Evaluation



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The external stimulus grasped will be evaluated. It is a subjective evaluation. Each individual's perspective of the surroundings will differ.

According to Adler and Rodman in Yurita et al (2020: 76) there are three indicators of perception:

a) Selection

The first stage in which people focus their attention on certain stimuli from the environment and ignore others.

b) Organization

The second stage of perception is where people arrange the selected information into a meaningful pattern or structure.

c) Interpretation

The final stage of perception where people assign meaning to the information they have selected and organized.

From the theories above, although various experts propose different indicators of perception, their theories share similar underlying concepts. All of them describe perception as a process that begins with receiving information, followed by understanding or organizing that information, and ends with interpretation or evaluation. Therefore, the differences in terminology do not indicate differences in meaning but rather emphasize the same stages of the perceptual process.

Based on these similarities, this study integrates the indicators from the theories into three main aspects, namely acceptance, understanding and interpretation. The indicator of acceptance is adapted from Walgito in



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Syahputra and Putra, while indicator of understanding is adapted from Robbin in Wijayanti and the indicator of interpretation is adapted from Adler and Rodman in Yurita et al. The researcher synthesized several theories of perception to develop the research indicators. This approach was adopted because no single theory comprehensively explained the aspects of perception relevant to the context of this research. Each theory contributed different perspectives on how individuals perceive an object or phenomenon. Therefore, the researcher integrated the relevant concept from several theories into three indicators to provide a more comprehensive framework for describing students' perceptions of using ChatGPT in learning essay writing.

2. ChatGPT

a. The Definition of ChatGPT

According to Chatterji et al (2025: 1) claimed that ChatGPT is based on a Large Language Model (LLM), a type of Artificial Intelligence (AI) created over the last decade and largely regarded as a significant leap in AI technology. It is intended to interpret and generate human-like prose by guessing the next word in a series based on the context of the preceding words. ChatGPT was developed by OpenAI, an Artificial Intelligence (AI) research company founded on Desember 11, 2015 in San Fransisco, California, United States. The company was established by several researchers and entrepreneurs, including Sam Althman, Elon Musk, Greg Brockman, Ilya Sutskever, John Schulman, and Wojciech Zaremba. ChatGPT was officially launched on November 30, 2022, as an AI-powered chatbot based on the Generative Pre-Trained



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Transformer (GPT) model. According to Kirmani in Lund et al (2022: 574), ChatGPT is a publicly available platform that uses advanced natural language processing and machine learning techniques to generate coherent and contextually relevant responses.

Furthermore, Lund et al (2023: 574) explained that ChatGPT is a multipurpose tool that can do a variety of language-related tasks, including text production, translation, summarization, question answering, and dialogue simulation. It operates as a virtual conversational assistant, interacting with users in a natural manner, replicating human conversation and offering meaningful responses to a variety of cues.

In the educational context, ChatGPT has gained popularity as an intelligent tutoring system that assists learner in writing, reading comprehension, vocabulary enrichment and grammar correction. According to Ratnam et al. in Capah et al (2023: 704), ChatGPT has the ability to significantly alter academic practices, learning objectives, assessment methods, and evaluation strategies. Nevertheless, it also offers opportunities for more student-centered learning experiences that can support learners in improving their academic performance. In line with this, Zhai (2022: 1) explained that ChatGPT is able to produce academic writing that is coherent, informative, and systematic. This ability is useful for students because it can help them learn how to arrange ideas and develop written texts more effectively. Furthermore, According to Tlili et al. (2023: 1), ChatGPT has gained popularity in education due to its conversational artificial intelligence interface that can respond to user needs. Therefore,



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ChatGPT can be used to assist students improve their grammar, expand their vocabulary, comprehend essay organization, and hone their writing skills.

ChatGPT is an advanced AI tool based on large language models that can generate and understand human -like text. It functions as a public platform capable of text generation, translation, summarization, and query answering. In education, ChatGPT is used as an intelligent tutoring system that help students improve writing, reading, vocabulary, and grammar.

b. Features and Function of ChatGPT in Learning

ChatGPT provides several key features that make it a valuable tool in the learning process, especially in learning essay writing. According to Alshater (2023: 7), ChatGPT provides various features and functions that can support students throughout the essay writing process. It assists students in generating ideas, organizing essays, improving language accuracy, and revising their writing. These features enable ChatGPT to function as a learning assistant that supports students in developing their essay writing skills. The features and functions of ChatGPT in learning essay writing are explained as follows:

1. Brainstorming and Idea Generation

ChatGPT helps students generate ideas and explore different perspectives before starting an essay. It can suggest relevant topics, develop supporting ideas, and assist students in organizing their thoughts into meaningful arguments.

2. Essay Organization



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ChatGPT assist students in organizing essays by providing guidance on the structure of an essay, including the introduction, body paragraph, and conclusion. This feature helps students produce essays with better organization and coherence.

3. Grammar and Vocabulary Support

ChatGPT helps students improve grammatical accuracy, sentence structure, and vocabulary selection. It can identify language errors and recommend more appropriate expressions to make students' writing clearer and more effective.

4. Writing Feedback and Revision

ChatGPT provides immediate feedback on students' writing by suggesting improvements related to grammar, clarity, coherence and organization of ideas. This feature supports students in revising and refining their essays independently.

5. Learning Assistance

ChatGPT serves as a learning assistant by answering students' questions, explaining writing concepts, and providing examples whenever students encounter difficulties during the essay writing process. This feature encourages independent learning and helps students better understand academic writing.

3. Essay Writing in English

Essay writing is one of the most difficult abilities in language acquisition since it requires grammar, vocabulary, organization, and creativity. According to Kroll in



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Arochman (2018: 312) stated that writing involves a complex integration of knowledge, creativity, competence and cognitive or critical thinking. Folse et al in Hem (2014: 110) stated that an essay is a series of paragraphs that together explain or discuss one main idea or central topic. It consists of three main parts: the introduction, the body and conclusion. The introduction offers the topic and thesis statement, the body paragraphs provide arguments and evidence to support the thesis, and the conclusion summarizes and supports the thesis. According to Langan (2011: 112), good essay writing involves several important components such as unity, coherence, adequate development, organization, grammar and mechanics.

In the English Study Program especially at Islamic University of Indragiri, essay writing was a crucial part of developing academic writing competence. It helped students practice critical thinking, logical reasoning and argumentation. However, many students experienced difficulty creating ideas, organizing paragraphs, and using proper syntax. As a result, incorporating AI-based solutions such as ChatGPT can help students overcome these obstacles.

4. The Use of ChatGPT in Learning Essay Writing

The incorporation of ChatGPT into the learning process opens up new options for students to improve their writing skills through technology-assisted instruction. According to Ratnam et al. (2023: 84), ChatGPT has the potential to alter academic activities, learning objectives, assessment methodologies, and student participation. It encourages student-centered learning, where learners take an active role in constructing their own understanding.



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Furthermore, according to Kasneci et al in Rafiq (2023: 3740) ChatGPT supports autonomous learning, allowing students to practice writing anytime and receive instant feedback without the limitation of classroom time. It also enhances students' motivation and confidence by providing continuous guidance and personalized learning experiences.

However, it is critical to examine ethical and academic integrity concerns. Students should not rely entirely on ChatGPT to produce complete essays, as it may reduce critical thinking and originality. Instead, ChatGPT should be used as a learning assistant to guide the writing process and help students understand how to improve their own work. (Susnjak in Ali et al, 2022: 13).

ChatGPT supports students' essay writing by helping them generate ideas, draft paragraphs, revise content and edit language. It promotes student-centered and autonomous learning allowing learners to practice anytime with instant feedback that boosts motivation and confidence. While it can positively influence learning activities and assessment, students should use ChatGPT responsibly, as relying on it too much can reduce critical thinking and originality.

B. Review of Related Findings

Several previous studies have investigated the use of ChatGPT in English language learning and academic writing. Wulandari et al. (2025) conducted the first study, "Exploring High School Students' Perceptions of Using ChatGPT in Learning English". This study sought to investigate students' impressions of ChatGPT as a learning aid in English instruction. The study took a qualitative approach with a case study methodology, and data was obtained using a closed-ended questionnaire consisting of twenty items. The sample comprised 69 tenth-grade students from two



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classrooms at Madrasah Aliyah Negeri Purworejo. According to the data, the majority of students said ChatGPT helped them improve their vocabulary, grammar, pronunciation, motivation, and self-confidence.

The second related study entitled “*Students’ Perception of Using ChatGPT in learning Academic Vocabulary*” was conducted by Kurniadi et al. (2025). The purpose of this study was to look at students' perceptions of ChatGPT as a vocabulary learning tool. The study adopted a quantitative research design with a survey method, and data were gathered utilizing a standardized questionnaire. The sample included students in tertiary education who were studying academic English vocabulary. The results suggested that most students perceived ChatGPT positively, it helped them understand academic vocabulary. However, some students experienced confusion when ChatGPT language style was perceived as too formal or not fully aligned with the learning context. These findings indicate that students’ perceptions are influenced by emotional factors, prior learning experiences, personal values and social influences.

The third related study entitled “*The Use of ChatGPT in Writing: English Students’ Perception and Satisfaction*” was conducted by Yulistiawan et al. (2025). This study sought to explore students' perceptions and satisfaction with the usage of ChatGPT in writing assignments. To collect thorough data, the study used a mixed-methods strategy that included surveys and interviews. The sample consisted of university-level English Department students who used ChatGPT for writing projects. The findings revealed that students had a generally positive opinion of ChatGPT,



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enjoying its ability to produce ideas, give organised content, assist with writer's block, and boost writing productivity and creativity.

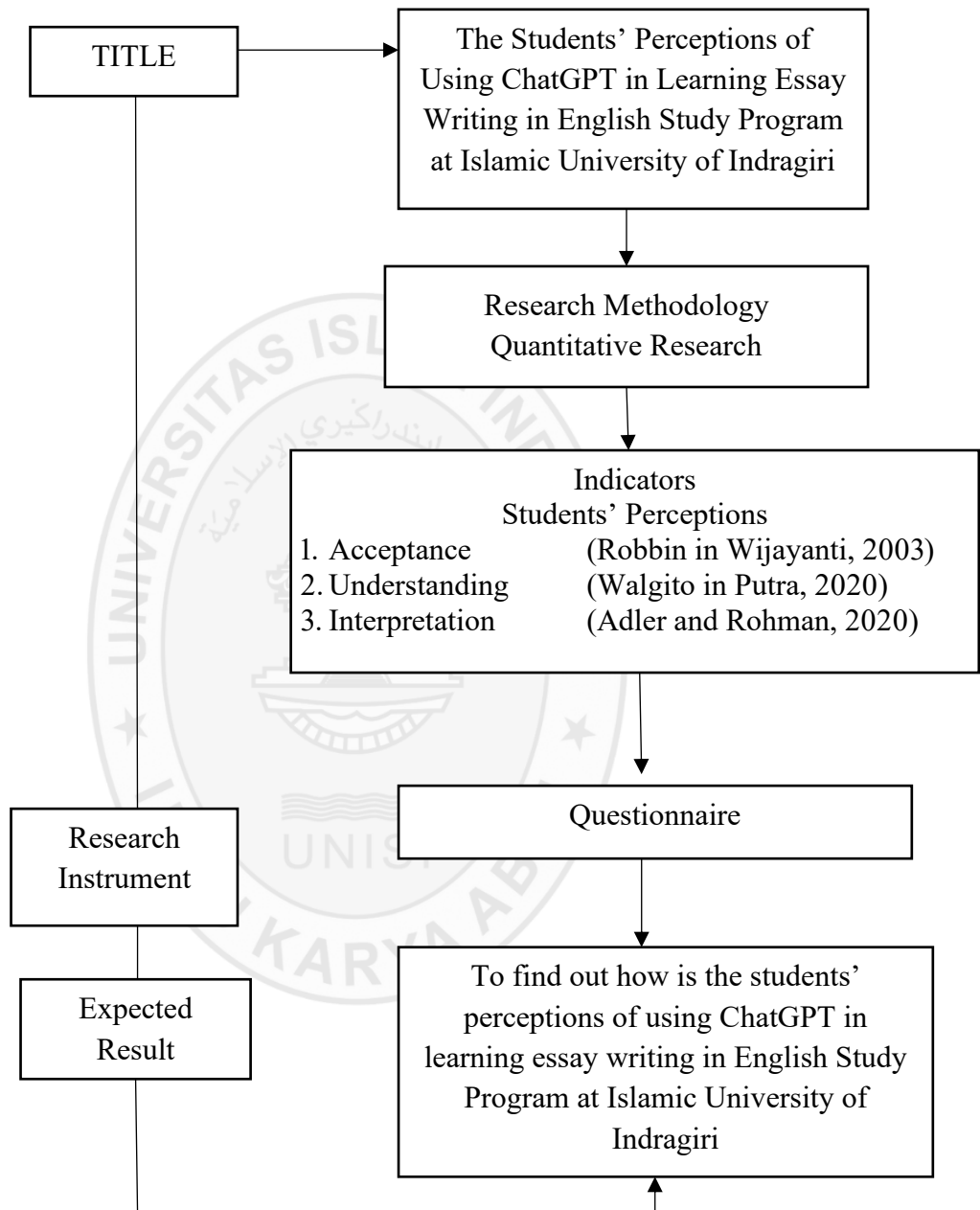
Based on the three related studies, we can deduce that students generally have positive perception of using ChatGPT in English Learning. The studies consistently showed that ChatGPT helped students understand learning materials, increased motivation and confidence and supported learning activities such as vocabulary development and writing. Although all three studies examined students' perspectives of using ChatGPT in English learning, none of them employed a quantitative technique with a descriptive approach to specifically assess students' perceptions of using ChatGPT for essay writing inside an English Study Program. Hence, the researcher conducted a study *“The Students’ Perceptions of Using ChatGPT in Learning Essay Writing in English Study Program at Islamic University of Indragiri”*



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C. Conceptual Framework

The conceptual framework for this research can be seen below.





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Based on the conceptual framework presented above, the researcher stated that the title of this research was *The Students' Perceptions of Using ChatGPT in Learning Essay Writing in the English Study Program at Islamic University of Indragiri*. This research employed a quantitative design. The research employed a questionnaire-based instrument that included measures of perception in the use of ChatGPT such as acceptance, understanding, and interpretation. The purpose of this research was to determine students' perceptions of using ChatGPT to learn essay writing in the English Study Program at the Islamic University of Indragiri.