

The Lexicons Used in the Procedures of Muslim Wedding Ceremony in Tegallingah Village-North Bali

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<p>ARTICLE INFO</p> <p>Article history: Received June 24, 2024 Revised July 04, 2024 Accepted July 03, 2024 Available online July 03, 2024</p> <p>Keywords: Perceived usefulness, perceived ease of use, self-efficacy in using AI, teaching writing skills</p> <p><i>This is an open access article under the CC BY-SA license.</i> Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.</p>	<p>ABSTRACT</p> <p>The aim of this study was to investigate the levels of perceived usefulness, perceived ease of use, and self-efficacy preservice English teacher in using AI in teaching writing skills. The employed a quantitative methods and the research design used was a survey design. The variables of this research are perceived usefulness, perceived ease of use, and self-efficacy. The survey was distributed to 500 respondents and only 304 respondents returned and completed the questionnaires. The instruments of this research comprises eight items each for perceived usefulness, ease of use, and self-efficacy. Data was collected through a Google Form questioner and then analyzed through descriptive statistics. The results showed that EFL preservice teachers have high levels of perceived usefulness, perceived ease of use, and self-efficacy in using AI in teaching writing skills. It can be concluded that these EFL preservice teachers are ready to teach writing using AI since they have good levels of the aforementioned variables.</p>
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1. INTRODUCTION

Writing skill is one of the skills that are difficult to master in learning English (Klimova, 2012). This is because writing requires several more complex skills to be mastered. In writing, students must know how to use English properly and correctly according to the existing system. Yulia (2017) explains that the system in writing is the ability to master grammar rules, vocabulary, and also how to convey the writer's thoughts or ideas in the writing that is written. Therefore in writing students not only have to master grammatical rules but also how to organize existing ideas and choose the right words according to the topic being created (Yulia, 2017). Buzick (2020) said that writing allows students to expand their reasoning power, develop their imagination, and write down the ideas that they have. Buzick also explained that writing consists of many difficult choices and considerations and requires good skills, such as the content of the writing, structure, and organization, then the use of grammar, punctuation, and vocabulary. Writing not only helps students for academic purposes but also trains them in conveying ideas in written form (Buzick, 2020). Therefore, it is important to master writing skills.

Current technological developments, especially in the world of education, are quite rapid. And recently we were introduced to the term AI (artificial intelligence). In the world of education, the use of AI has reached quite far into the realm of the learning process. In this case, the application as a result of implementing AI can help simplify the learning process for students and more specifically in learning English (Tsai, 2022).

AI comprehensible as the result of technological developments and advances that can enable computer systems to imitate the way humans think (Fitria, 2023). The use of AI in education will have a positive impact (Fahmi & Rachmijati, 2021). With all the conveniences that can help support the learning process, AI can have a good impact if it can be applied by teachers in the learning process (Antonenko & Abramowitz, 2023). Many applications can support English language learning that utilizes AI systems. Teachers should be able to see this as a positive thing, by using AI in English language learning, especially in improving writing skills, it is expect that it can provide support and convenience not only to students but also to teachers (Antonenko and Abramowitz, 2023). If there is more assistance in delivering material, the teacher's confidence will increase. Not only in delivering material, teachers can also utilize AI in the practice of theory. Then the level of success in teaching will increase. Antonenko also said that using technology, especially AI, self-efficacy is needed in using technology in teaching.

Self-efficacy refers to a person's confidence in assessing his or her competence in completing something deemed necessary Bandura (1978). Self-efficacy can be interpreted as the belief that exists within an individual to create motivation for ability or competence towards the actions required in a particular condition (Suhendra, 2017). Furthermore, self-efficacy can also be concluded as a process that gives birth to beliefs and decisions related to the limits of an individual's belief in his or her competence in resolving a matter related to a particular situation so that the desired conditions can be met (Suhendra, 2017). Self-efficacy can influence and stimulate the quality of individual performance in meeting the demands of a condition (Lianto, 2019). The higher the self-efficacy that an individual has, the more confidence in one's competence in completing a task also increases (Lianto, 2019).

Several things can influence a teacher's self-efficacy in teaching, one of which is the technology acceptance model or TAM, especially perceived usefulness and perceived ease of use (Venkatesh, 2003). According Venkatesh, (2003). TAM was created to know predictions of acceptance and use of information technology and further explained that TAM aims to explain intentions or attitudes in accepting information technology. It was further explained in Davis, (1989) that perceived usefulness is the extent to which individuals believe that utilizing a system will increase their competence in completing a task. Then perceived ease of use can be understood as the extent to which a person's confidence in using a system can free up the effort that must be expended in resolving a claim (Davis 19989).

Also explain that perceived usefulness can be understood as a situation where individuals have the belief that using technology will have an influence on improving the performance or final results of the individual concerned (Akmal, 2017). Perceived usefulness is measured by how often individuals use various applications (Lucyanda et al., 2010). This is shown by a comparison of individuals who use technology and who do not use technology at work, where the use of technology shows ease of use (Akmal, 2017; Hu et al., 1999). Systems that have a higher intensity of use indicate ease of use by individuals (Chen et al., 2012). Perceived ease of use and perceived usefulness have a relationship where, with the convenience of a technological system, the benefits of the system can be felt by someone (Lucyanda et al., 2010).

However, the levels of EFL preservice teachers' perceived usefulness, perceived ease of use, and self-efficacy in using AI in teaching writing skills remains unknown since AI is relatively new in education, particularly in teaching writing skills. Research conducted by Gomez (2022) in urban K-12 classroom settings of 327 Catholic school teachers in Southern California, shows that the role of self-efficacy is very important in teachers' use of technology in teaching. This research determines the level of self-confidence of participating teachers in using and applying technology through professional development interventions as key implications influencing teachers' self-efficacy in utilizing technology for professional practice. Furthermore, in line with research from Pan (2020) which examined the influence of self-efficacy on interest in using technology, research was conducted on 332 new students (118 males, accounting for 35.5%) studying for a college English course at a university in Eastern China. The research results show that self-efficacy is one of the determining factors in a person's desire to use technology.

Self-efficacy is influenced by the technology acceptance model (TAM), especially perceived usefulness and perceived ease of use. Research conducted by Miles (2013) regarding the relationship between self-efficacy and TAM, especially perceived usefulness and perceived ease of use. The subjects (N=46) of this research were teachers from two elementary schools located in Effingham City, Georgia. The results of the research show that there is a relationship between self-efficacy and the use of technology. Then further research was carried out by Navarro (2023) where this studio examined the relationship between TAM and self-efficacy and self-regulation. This research was carried out on 301 students from Lima Italy, so the results obtained were that there was an interplay between self-efficacy, self-regulation, and TAM. Previous research has predicted that TAM can influence teacher self-efficacy in using AI in teaching writing. However, previous studies have very little information about how TAM, especially perceived ease of use and perceived usefulness, has an impact on teacher self-efficacy in using AI in teaching writing skills. The degree of self-efficacy is also impacted by educators' growing usage of technology. The adoption of this technology will be influenced by the rapid advancement of technology. People's acceptance of technology is influenced by their perception of its usefulness and ease of use. This has to do with technology as well, particularly when it comes to teaching linguistic skills like writing. Because writing demands sophisticated skills, technical support is required. When a technology is considered beneficial, acceptance and support will naturally rise as well; in this situation, self-efficacy may be affected. Therefore, the purpose of this research was to investigate EFL preservice teachers' perceived usefulness, perceived ease of use, and self-efficacy in using AI in teaching writing skills. This information is necessary because AI is widely adopted in English language teaching not only by inservice, but also by preservice teachers. The following research question guided the inquiry:

1. To what extent was EFL preservice teachers' perceived usefulness, perceived ease of use, and self-efficacy in using AI in teaching writing skills?

2. LITERATURE REVIEW

2.1 Teaching Writing Using Technology

The use of technology in teaching writing has a quite good role because it can help with several obstacles in writing (Wen and Walters, 2022). The impact of using technology in teaching writing has been proven to have a positive role in the quantity of writing for students (Wen & Walters, 2022). Using technology in teaching writing can have the potential to overcome problems encountered when writing (Wen & Walters, 2022). By using technology, teachers can increase engagement, motivation, and productivity in writing, teachers are also able to create an environment that is more focused on students, thereby encouraging better writing skills (Purcell et al., 2013; Sandolo, 2010; Wen and Walters, 2022). In the use of technology in teaching writing, there are also challenges faced which include issues related to guidance and feedback, technology adaptation, the individual-centered nature of writing, student training, student heterogeneity, and language proficiency (Kadwa and Alshenqeeti, 2020). This also supported by Sandolo (2010) that state with the use of technology, students can improve their writing by using more specific details and starting self-revisions. After analyzing all of the data, it was determined that using technology in the classroom to support writing instruction and writing creation is crucial.

2.2 Artificial Intelligence

In 1884 Charles Babbage worked on a machine that showed behavioral intelligence, but his research found that machines were not capable of having human intelligence so the research was stopped (Mijwel, 2015). Furthermore, in 1950 Claude Shannon introduced the idea that chess could be played by computers, then research on artificial intelligence continued until 1960, the emergence of artificial intelligence first appeared in 1956, this year the first conference on artificial intelligence was held at Dartmouth College (Mijwel, 2015). A phrase that was first used in 1955 and described as "the science and engineering of making intelligent machines" by retired Stanford professor John McCarthy. In a lot of research, humans have been able to teach robots to play chess or behave in other creative ways, but these days, we focus on machines that are capable of learning, at least partially, much like people.

In general Artificial Intelligence can divided into three types, according to (Manning, 2020) there are Artificial Narrow Intelligence (ANI), Artificial General Intelligence (AGI), and Artificial Super Intelligence (ASI). ANI or Narrow AI can only handle a particular task and is restricted to a small area Narrow AI, or Artificial Narrow Intelligence, is a popular term. It concentrates on a single issue or very specific activities. Narrow AI and weak AI are interchangeable. But it was artificial intelligence at its infancy. AI does not now refer to limited AI. Rather, it alludes to powerful AI. Multiple tasks are not supported by weak AI. However, it completes the task with the utmost accuracy. Although it can't pinpoint the causes, it can free you from having to perform a tedious task.

AI or artificial intelligence has a long track record in the world of education, where in recent years AI has begun to be widely discussed because of its significant influence. As mentioned in Fitria (2023), AI can be described as a new technical science that functions in studying and developing simulations and expanding human intelligence which is further explained into several parts including theory, methods, technology and application systems. This is a science developed from various scientific disciplines including computer science, cybernetics, information theory, mathematics, and psychology (Zhang et al., 2023). The expansion of the internet and the significant increase in computer performance can make AI develop further in terms of reinforcement, deep and machine-related learning (Zhang et al., 2023).

Artificial intelligence, both developed for more complex purposes. AI or artificial intelligence as explained in Fitria (2023) is a field in computer science that was created with the aim of solving problems in relation to human intelligence, such as: education, solving cases, and recognizing patterns. AI can be interpreted as a computer-based simulation of human intelligence that is designed to act as human intelligence, artificial intelligence is intelligence that is born from technological developments and if we examine it further, artificial intelligence is able to support humans in carrying out various things, not just things that serious but also things that are less important and trivial in many ways (Fitria, 2023). AI is the result of technological advances which create computer systems that can think and work like humans (Fitria, 2023).

Innovations from the use of AI in the world of education are becoming increasingly familiar. AI also makes it possible to overcome problems in education and speed up the process of achieving the desired goals (Tsai, 2022). In terms of education, AI makes the education obtained by students more relevant, personal and interesting but is interrelated with the expansion of science and technology, in this case AI can

help in the rapid progress of education and technology driven by many efforts (Zhang et al. al., 2023). Writing is one of the difficult skills in learning a language, then it is further explained that writing activities involve several skills including cognitive and language (Zhang et al., 2023). Fitria (2021) states that writing is one of the skills that students are expected to master in order to achieve competence in communication. The ability to know, understand and explain clearly is the most basic skill in writing because language is not the mother tongue, some learners will generally make mistakes in composing a sentence (Fitria, 2021).

Therefore, support is needed that can help students improve their writing skills, one of the things that plays an important role in language learning and teaching is good and correct online spell-checking software (Fitria, 2021). There are several online software that can be used to help learn writing. Google Documents is an AI-based tool that is quite influential in teaching foreign languages. Translator machines such as Google Translate have experienced developments and were not created to be designed for language learning. AI is a system that can learn from the input it receives so that it can develop further. It was further explained that currently there are several applications or programs that can help in learning which are applications of AI such as: Grammarly, Google Translate, Chat GPT, Quilboot, and many more (Tsai, 2022). The use of AI in teaching proses can encourage learning objectives. As argued by Malik (2023) AI has been shown to improve students' writing skills, self-efficacy, and comprehension of academic integrity. It does this by providing dynamic, interactive learning environments and tailored educational experiences. AI is made possible by its cutting-edge technologies and adaptable learning methodologies.

2.3 Self-Efficacy

This theory of self-efficacy was first put forward by Albert Bandura in 1986. Self-efficacy refers to a person's confidence in assessing his or her competence in completing something deemed necessary (Bandura, 1978) This self-efficacy leads to a person's belief regarding their competence to manage motivation, cognitive abilities and other actions that are important for completing something. Self-efficacy is one of the aspects of knowledge related to the self that has the greatest influence because self-efficacy is able to influence the course of an individual's daily life. Self-efficacy is the belief that an individual has to be able to manage situations well and be confident of positive results (Lianto, 2019). According to Lianto (2019) self-efficacy is an individual's confidence in himself in achieving a result, self-confidence can be interpreted as belief in one's own ability to carry out an action in order to face a situation so that the expected results can be achieved. Furthermore, it is also explained in Lianto that self-confidence is a component of the self that has an influence on the activities carried out, how much effort is taken, and patience in overcoming existing obstacles. In an activity, if someone achieves success in something, their self-efficacy will increase.

A person's behavior can be influenced by the level of self-efficacy (Alwisol, 2009). Self-efficacy can also be interpreted as an individual's evaluation of the competence they have in completing a task, achieving desired goals, and resolving obstacles (Suhendra, 2017). Belief in a person's potential and competence in carrying out motivation, cognitive abilities, and treatment that is deemed necessary to meet the demands of a particular situation (Suhendra, 2017). Individuals who have good self-efficacy will always overcome the obstacles they have (Suhendra, 2017). With confidence in the abilities and things they have, individuals can increase their level of success in resolving obstacles to certain situations.

Self-efficacy in using technology can be interpreted as a person's self- confidence in using tools related to technology to complete certain tasks (Gomez et al., 2022). If it is related to teaching, self-efficacy in using technology can be understood as a teacher's self -confidence in using technology in teaching (Gomez et al., 2022). Self-efficacy in using technology is described as an individual's perception regarding the competence they have to empower things related to technology to be applied in an activity so that it meets the desired achievements (Pan, 2020). Teacher self-efficacy in technology has a relationship between the individual's perceived ability to utilize existing digital tools, such as applications, software, and others in the learning process in order to achieve the desired goals (Gomez et al., 2022; Medici et al., 2023 ; Pan, 2020). It can be clarified again that self-efficacy in using technology is related to the extent of an individual's self-confidence in using technology as a support in the process of achieving certain specific goals (Gomez et al., 2022; Medici et al., 2023; Pan, 2020). Self-efficacy has an important role for teachers in using technology in learning (Gomez et al., 2022; Medici et al., 2023; Pan, 2020). Self-efficacy is also impacted by perceived utility and usability, among other factors. The desire to use technology will grow along with knowledge about its use; if technology is perceived as helpful and user-friendly, this will boost intention to use it if technology support for teaching is more sophisticated, this will indirectly increase self-confidence. This also supported by Joo (2018) that self-efficacy, perceived utility, and simplicity of use all affect instructors' inclinations to use technology lends further credence to this, if the use of technology increases to support learning, self-efficacy will increase.

2.4 Technology Acceptance Model

The Technology Acceptance Model or TAM is a technology that is intended to describe the components that determine the acceptance of a technology in general that has an information base (Maros and Junior, 2016). It was also explained that the TAM theory states that the intention to use technology can be a determining factor in an individual's desire to use technology (Maros & Junior, 2016). TAM is a technology model developed with the specific aim of analyzing the acceptance of computer technology. TAM helps in explaining and understanding usage behaviour in implementing a system that has good information (Chen et al., 2012). In TAM there are determining factors including perceived ease of use and perceived usefulness. Perceived ease of use can be interpreted as the level of individual confidence in the use of technology in order to improve work quality, while perceived usefulness refers to the individual's belief that the use of technology will reduce the effort that must be expended in achieving certain goals (Chen et al., 2012).

Perceived Usefulness is the extent to which individuals believe that utilizing a system will increase their competence in completing a task (Davis, 1989). Usefulness is a benefit that is expected to carry out the tasks of technology users (Yusvita and Pujani, 2020). Then perceived usefulness also means that by using technology, it is possible to reduce the effort that must be expended by someone, in this case the time or time needed to learn because someone believes that it is easy to understand technology and makes it easier to complete a certain task. Perceived Usefulness can be interpreted as an individual's sense of trust in applying an information technology system in order to improve the quality of work, in this case the individual believes that by utilizing technology the technology will provide benefits for those who use it (Yusvita and Pujani, 2020). Individuals will use a technological system when an understanding of the technological system has emerged. So individuals believe that technology will provide benefits in its use.

Then perceived ease of use can be understood as the extent to which a person's confidence in using a system can free up the effort that must be expended in resolving a claim (Davis 1989). This can be interpreted as a belief in decision making in the use of technology or a person's achievements related to the ease of using technology that with the help of technology an individual is confident that in completing his work the individual concerned is free from effort (Yusvita and Pujani, 2020). User convenience can be interpreted as things one likes or wants to have as a basis for something that is assumed to be useful or has elements of usefulness. Furthermore, ease of use can also be interpreted as how high an individual believes that it is easy to understand technology. Individuals conclude that if a system can be operated easily, it will give rise to the belief or conclusion that the technology used has useful value so that when carrying out a task there will be a feeling of comfort (Maros and Junior, 2016). Perceived ease of use is a determining factor in a user's good attitude. This perception is based on the extent of the user's use of technology, if an individual feels ease in operating a system then that individual will use it (Chen et al., 2012). If a system has good benefit, it will increase user trust in the system and automatically encourage the desire to use it too (Chen et al., 2012). This line with argument by Wang (2020) that state complex information about a technology can influence the desire to use technology, if the technology is perceived useful and easy to use, the higher the likelihood of using the technology.

3. METHODS

3.1 Research Design and Setting

This research uses a quantitative approach, particularly survey design to investigate EFL preservice teachers' perceived usefulness, perceived ease of use, and self-efficacy in using AI in teaching writing skills. The objects that investigated in this study were perceived usefulness, perceived ease of use, and self-efficacy in using AI in teaching writing skills. This study was conducted in a state university in Indonesia that has an English language education department. The preservice teachers in this university was encouraged to use technology for teaching, including using AI.

3.2 Participants

The participants were recruited using convenience sampling in which the survey, including the consent letters were sent to 500 pre-service teachers. Only 304 respondents then showed willingness and returned the completed questionnaires. Thus, these 304 respondents' data were then included in the data analysis. In this research using probability sampling, simple random sampling to use to determine the number of the samples.

3.3 Instruments

Research instruments are tools used to obtain the data or information needed from subjects to examine the object of research (Muhammad Adib, 2021). In this research the author used researcher made instrument, the researcher use a questionnaire as an instrument in the research. The reason for choosing a questionnaire as a research instrument is that a questionnaire is one of the instruments that can be used in carrying out a survey, then the advantage of using a questionnaire is that a questionnaire can give respondents time to consider the responses they give, respondents will be more careful in providing responses. Then the questionnaire can be given to a large number of respondents at the same time and the questions asked are the same. All instruments have been validated through expert judgment and empirical validity.

3.4 Methods of Data Collection and Data analysis

In this research, researchers used surveys as a data collection method. As stated in Maidiana (2021), survey research can be interpreted as research which in the ongoing process has a way of collecting important information from samples by means of interviews or through questionnaires to get the picture needed in the research. By choosing surveys as a method for collecting data, researchers are able to streamline the time needed to obtain data and the resulting data is quite valid with a good response rate. Because the research method used is quantitative, surveys are suitable as a method for collecting data. In this research, the researcher will use a questionnaire to conduct a survey, so that a valid instrument is first prepared, then collects data and analyzes the data. Moreover, the data in this study were analyzed using descriptive statistics. The descriptive statistics include respondents' demographic analysis dan dispersion that covered minimum and maximum scores, mean, standard deviation, and variance.

4. RESULT AND DISCUSSION

4.1 Result

The results of the research description in the study show a general description of the respondents consisting of the respondent's gender and age. Descriptions based on gender can be seen in the following table:

Table 1. Table Description Based on Gender

No.	Gender	Frequency	Percentage (%)
1	Woman	195 people	65.3%
2	Man	105 people	34.7%
Total		300 people	100%

Based on Table 4.1, it is known that there were 195 female respondents with a percentage of 65.3 %. Then there were 105 male respondents with a percentage of 34.7 %. It can be concluded that there are more female respondents than male respondents. The following description of respondents based on age can be seen in Table 4.2

Table 2. Table Description of Respondents Based on Age

No.	Age	Frequency	Percentage (%)
1	18	2	0.7%
2	19	59	19.5%
3	20	101	39.6%
4	21	72	21.1%
5	22	47	16.1%
6	23	9	3%
Total		300	100%

Based on Table 4.2, it is known that the number of respondents aged 18 years was 2 people with a percentage of 0.7%, the number of respondents aged 19 years was 59 people with a percentage of 19.5%, then the number of respondents aged 20 years was 101 with a percentage of 39, 6%, then respondents aged 21 years with a total of 72 people with a percentage of 21.1% then respondents aged 22 with a total of 47 with a percentage of 16.1 and finally respondents aged 23 years totalling 9 people with a percentage of 3%, it can be concluded that The age range of respondents was between 18 - 23 years with the highest respondent being aged 20 with 101 people and the lowest being 18 years old with 2 people.

Table 2. Table Description of Respondents Based on Experience Using AI in Writing

No.	Experience	Frequency	Percentage (%)
1	Less Than 1 Year	97	32%
2	1-2 Years	165	55%
3	More Than 2 Years	40	13%
Total		300	100%

Based on the results of table 4.3, it can be seen that the respondents' experience in using AI in writing is mostly 1-2 years with a frequency of 165 and a percentage of 55%, followed by experience of less than one year with a frequency of 97 and a percentage of 32% and the lowest number is experience of more than 2 years with a frequency of 40 and a percentage of 13%.

The data is already there obtained analyzed moreover formerly to find out the minimum, maximum, mean, standard deviation and variance values each dependent variable and independent variables. From the results analysis obtained minimum score on the self-efficacy variable = 20.00, then score maximum = 40.00, next Mean score = 35, 4851, and after the standard deviation = 3.75036 and final variance = 14,065. Meanwhile score for the variable perceived usefulness is Where minimum value = 22.00, maximum = 40.00, mean = 35.3663, standard deviation = 3.94681, and variance = 15.577. And last score for the variable perceived ease of use is minimum score = 11.00, maximum score = 40.00, mean = 34.6898, standard deviation = 4.62674, variance = 21.407. For details, see table 4.4 regarding variability of self-efficacy, perceived usefulness and perceived ease of use.

Table 3. Variability of Self-Efficacy, Perceived usefulness and Perceived Ease of Use.

Variables	Minimum	Maximum	Mean	Std. Deviation	Variance
Self Efficacy	20.00	40.00	35, 4851	3.75036	14,065
Perceived usefulness	22.00	40.00	35.3663	3.94681	15,577
Perceived Ease of Use	11.00	40.00	34.6898	4.62674	21,407

4.2 Discussion

Confidence in teaching writing skills is very necessary for preservice teachers. Preservice English teachers who do not have confidence in teaching writing skills will experience obstacles in teaching in the classroom. Good self-confidence in teaching writing skills to students is very important because it will involve a variety of complex activities. Therefore, it is important for a preservice English teacher to have good self-confidence as initial capital in teaching writing skills to students, especially before entering the world of work in the future, where a teacher must be prepared for various kinds of challenges.

Even though self-confidence is important for a preservice teacher in teaching, in reality it is not an easy thing to have good self-confidence, this is likely to be influenced by several factors. These include perceived usefulness and perceived ease of use, which are the effects investigated in this research. The results found were that perceived usefulness and perceived ease of use statistically had an influence on increasing the self-confidence of preservice English teachers in teaching writing skills using AI. These findings are able to provide a clearer picture regarding the findings found by Marzuki (2023) that TAM, especially perceived usefulness and perceived ease of use, has an influence on the desire to use AI.

With better self-efficacy, the greater the success of a teacher in teaching writing skills. It is stated in Venkatesh (2003) that perceived usefulness and perceived ease of use have a positive influence on self-efficacy, then it is also stated in Miles (2013) that the use of technology also has an influence on success in teaching. Perceived usefulness and perceived ease of use encourage preservice teachers to use technology in teaching so that it has a positive influence on self-confidence in teaching, this will automatically improve the quality of teaching. Then this is also supported by the results of research conducted by H. Wang (2020) which found that perceived usefulness and perceived ease of use have an influence on teacher self-efficacy.

Than also supported by research that conduct by Holden & Rada (2011) the results obtained were that perceived usability, Technology Self Efficacy and Technology Acceptance have a positive impact on each other and influence each other. Therefore, the education department must focus on using technology, especially AI, in teaching because it will encourage increased self-efficacy and ultimately have a positive influence on the teaching quality of preservice teachers.

The implications that can be drawn are firstly, the programs in the English education department must be able to encourage preservice teachers to use technology in learning, when teacher candidates feel the ease and the usefulness of using technology, especially AI, in teaching this will certainly also boost the self-confidence of preservice teachers. If this can be maximized then preservice teachers will have self-confidence in teaching so that improving quality is also possible. Secondly, perceived usefulness and perceived ease of use have a positive influence on increasing self-efficacy, perceived usefulness and perceived ease of use are able to encourage preservice teachers' desire to use AI in the teaching process, so that an increase in self-efficacy will occur and will improve the quality of preservice teachers in teaching.

CONCLUSION

The aforementioned results and discussion indicated that EFL preservice teachers had good levels of perceived usefulness, perceived ease of use, and self-efficacy in using AI in teaching writing skills. However, some limitations are found in this study, such as the absence of advance statistical analysis and lack of participants. It is hoped that the future research could cover these limitations. Further research could perhaps be developed to examine experienced teachers and not preservice teachers, this would provide a clearer picture regarding the teaching process. Preservice teachers are encouraged to know information about AI, including how to use it and also the help offered, this aims to maximize information about AI. If information is obtained optimally, you will be able to feel the usefulness and ease of using an AI

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