

AI's Capability in Understanding Text Context: Students' Experiences

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This study is aimed at investigating the capability of Artificial Intelligence (AI) in understanding the context on text, based on the users' experience. The research question is formulated: to what extent can AI understand and incorporate contextual context when generating text, through the experiences of participants. The methodology for this study follows a qualitative case study design, as outlined by Baxter and Jack (2008), which allows for an in-depth exploration of the phenomenon—AI's capability in understanding context, through participants' experiences. Data collection is conducted using two primary techniques: questionnaires, to gather quantitative data on participants' perceptions of AI's contextual understanding, and interviews, to obtain deeper qualitative insights. The data from the questionnaires will be analyzed using content analysis, which will categorize and quantify participants' responses. The results of the interviews revealed patterns and meanings related to how AI processes and understands context. The findings have practical consequences for developers and users of AI text-generation software.

INTRODUCTION

Text and context are essential elements in text communication, and their relationship can be examined through both traditional and cognitive frameworks (Jacquet et al., 2021; Shen, 2012). Context plays a determining role in shaping

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text types and their meaning potential, which is realized through semiotic structures (Ahmad Eldesoky & Ali Aldebsi, 2023; Li-guo, 2003; Long & He, 2021). The understanding of text heavily relies on context for tasks such as reference assignment, disambiguation, and pragmatic enrichment (Bleijlevens et al., 2023; Davis, 2022; Jian-hua, 2008; Wheatman, 2016). Without the appropriate contextual cues, interpreting a text becomes challenging, as context helps bridge the gap between surface-level meaning and deeper interpretation.

Moreover, context is crucial for readers in efficiently and accurately understanding the text (Christianson, K., & Luke, 2011; Qin-yuan, 2001; Rouet et al., 2017). While some argue that text can be separated from context, linguistics can still be used to emphasize meaning within the text itself (Aini & Widodo, 2018). However, context remains vital in both constructing and analyzing text, as it helps clarify elements such as pronoun referents and overall meaning (Hui-qin, 2006; Zhao-wu, 2004). Ultimately, the interaction between text and context is a key factor in achieving effective communication and deeper comprehension.

Furthermore, the relationship between context and text is not merely a theoretical construct but has practical implications in various domains such as education, literature, and communication. In educational settings, for example, understanding the context in which a text is produced or consumed can significantly impact the way it is taught and interpreted. Teachers who incorporate the social, cultural, and historical contexts of a text can enhance students' comprehension and provide them with a more holistic understanding of the material (Gee, 2014). This approach emphasizes the importance of making connections between the content of the text and the world beyond it, which can lead to more meaningful learning experiences and promote critical thinking skills.

In the realm of literature, context allows readers to gain insights into the motivations and actions of characters, as well as the broader themes addressed by the author. The historical, cultural, and societal circumstances in which a work is written can influence how certain symbols, themes, or narratives are constructed. For instance, a text written during a period of political unrest may carry different

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connotations and significance depending on the reader's knowledge of the historical context. As such, context not only aids in understanding the immediate message of the text but also offers layers of meaning that can be uncovered through careful analysis (Leitch, 2014). In this way, the interplay between text and context becomes essential for both interpreting the work at a surface level and exploring its deeper, underlying messages.

For that extent, AI has shown a remarkable upward trend of growth in the 21st century, playing a pivotal role in advancing human society and fostering more open-minded approaches to problem-solving (Liu, et al., 2018). Its impact has been particularly significant across various sectors, such as manufacturing, services, and education, where it has improved performance and efficiency (Pandit, 2022). AI's transformative potential is evident in its ability to generate social benefits, enhancing health, living conditions, justice, public safety, and wealth creation, while also contributing to environmental sustainability (Sharma, 2023; Rawat, 2023; Goralski & Tan, 2020; Nishant et al., 2020; Kulkarni, 2021). As AI continues to evolve, it is expected to bring about even greater advancements that will positively shape numerous aspects of daily life.

However, alongside these benefits, AI has also reached a stage where it can rival or surpass human performance in cognition-related tasks, such as board games, speech recognition, object recognition, and decision-making systems (Dellermann et al., 2019; Nitsan et al., 2021; Nowak, A. et al, 2018). Despite these achievements, the rapid development of AI technology is not without risks, as it can lead to unintentional harm by making unreliable decisions or perpetuating unfair practices (Chamola et al., 2023; Liu et al., 2021). As AI continues to reshape human life in areas such as shopping, data collection, driving, and healthcare, there is a growing need for responsible development to mitigate potential negative outcomes (Varghese, M., Raj, S., & Venkatesh, 2022).

One of the significant lacks of AI in understanding the context of text is its lack of emotional intelligence, which limits its ability to understand the emotional feelings that are often important to communication. Unlike humans, who bring

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their feelings, experiences, and emotional responses to interactions, AI processes text based on patterns and data without the ability to experience or understand emotions in the same way. As a result, AI may struggle with interpreting sarcasm, irony, or emotional subtext, which are often key elements in understanding the full context of a message (Picard, 1997). In literature, for example, the emotional complexity of characters or the societal tensions underlying a narrative are aspects that require a deep understanding of human emotions, something that AI cannot copy. This lack of emotional limits AI's capacity to produce or interpret text in a way that is suitable with human readers on an emotional level, affecting both the quality and authenticity of the generated content.

Additionally, AI's inability to empathize with human experiences means that it cannot fully account for the cultural and emotional dimensions of context. Context in communication often involves shared human experiences, emotions, and cultural norms, which AI cannot understand. For instance, a text that involves sensitive topics such as grief, joy, or moral dilemmas requires a different approach that considers the emotional states and cultural backgrounds of the audience. As stated by Gunkel (2017), AI lacks the subjective experience that humans bring to interpretation, which leads to its inability to understand the full range of human emotions in texts. This limitation becomes particularly evident when AI-generated content is expected to reflect cultural sensitivities or convey empathy, as the AI's processing of these elements is purely logical and not emotionally driven. Without the ability to "feel" the context in which a text is situated, AI-generated content risks missing the mark on what might be considered appropriate, empathetic, or emotionally intelligent communication.

Over the last few years, the rise of Artificial Intelligence (AI) has been dramatic, and many aspects of human life have been changed as a result. Among the different areas in which AI has been found to be very effective, it is in the improvement of productivity, particularly, writing. Although these AI-supported advanced writing tools are increasingly used to help people generate, edit, and improve written material, they do help optimize the writing process. Such tools

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can propose ideas, fix spelling or grammar mistakes, or suggest better epistolary expressions in order to help the users accomplish quality writing in a less time.

Especially in education field, AI can help human to write text. AI can produce human-quality text in seconds via natural language generation, requiring less human input in the writing process (Adiguzel et al., 2023; McKnight, 2021). AI-powered writing assistants can help with brainstorming, story detail generation, world-building, and research assistance, but face challenges in preserving style and authorial voice (Ippolito, D., Yuan, A., Coenen, A., & Burnam, 2022). Students increasingly use AI-powered writing assistance tools for improving their writing, including automated writing evaluation tools, corrective feedback tools, machine translators, and GPT-3 automatic text generators (Alharbi, 2023). AI-assisted writing tools help users diversify ideas, keep writing clear and concise, and collaborate more easily (Pereira, C.; Komarlu, T; & Mobeirek, 2023). AI-based natural language production systems can produce unique text with minimal human intervention, potentially affecting the teaching of writing (Anson & Straume, 2022). AI-based writing tools like GPT-3 can produce high-quality papers that closely resemble those of well-known authors, helping with idea organization, creating rough drafts, and enhancing the general caliber of scientific work (Abd-Elsalam & Abdel-Momen, 2023).

Nevertheless, even if it is well within the capabilities of AI to create text in its entirety, the question of whether AI is able to comprehend the meaning behind the text a user wants to create arises. Although it can write correct sentences and construct text in response to given prompts, AI has no qualification in understanding the context of the subject matter. Context is not only what the words or phrases say, other aspects such as culture, emotions, ideas, and scenarios are equally effective in context. With responding output AI utilizes patterns and data resembling these structures but normally unable to detect layers of meanings, quite a number of such meanings exist. Hence, a situation would arise where any and all text an AI creates can be correct in the sense of being untextually erroneous, but it can be contextually wrong. This then makes one question the

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ability of AI to create content which is always in tune with the apparent message the user is trying to communicate, mainly in regard to these subjects that have or require a lot of contexts especially in very intricate or narrow topics.

Understanding the textual context in which AI operates is a critical area of research for many reasons. First of all, context is very important, given that the text generated by any AI must be meaningful, correct and in line with what the user intends. In the absence of the needed context, AI could avoid giving inaccurate responses but rather produce polemical responses that fulfil a specific narrative without the required subtlety which is often integral in communication especially in creative writing or legal documents or cross-cultural content. Secondly, enhancing the ability to understand contextual discourse in AI could lead to enhancing its use in other applications fields such as education, provision of services to customers and creating of content, where the right tone, cultural references and context are important for the satisfaction of the users. Third, it could also be recalled decreasing the number of mistakes made while making decisions, especially in systems prone to AI bias and misinterpretation. In conclusion, this line of research is essential to ensuring the advancement of AI into a more intelligent tool that is flexible enough and assists in performing different complex activities rather than just remaining as a machine.

To that extent, this study is aimed to investigate the capability of AI in understanding of the context, based on the users' experience. The research question is formulated: to what extent can AI understand and incorporate context when generating text, based on users' experiences.

METHOD

The methodology for this study follows a qualitative case study design, as outlined by Baxter & Jack (2008), which allows for an in-depth exploration of the phenomenon—AI's capability in understanding context—through the experiences of participants.

Participants and Setting

The study involves 108 bachelor students majoring in English Education. These participants were selected due to their familiarity with language use and their exposure to AI-generated text. Their experiences with AI provide valuable insights into its ability to understand context. The setting for this study is the context of an academic environment, where students are engaged with both traditional and AI-based tools in their learning process.

Technique of Collecting Data

The questionnaire is designed to capture responses about how students evaluate AI-generated text, particularly in terms of its contextual relevance and appropriateness. Second, the interviews. Semi-structured interviews are conducted with participants to gain deeper qualitative insights. These interviews aim to explore the students' personal experiences and reflections on their interactions with AI, allowing for a nuanced understanding of how they perceive AI's ability to grasp and process context in various situations.

Technique of Data Analysis

The data from the questionnaires are analyzed using content analysis. This method categorizes the responses and quantifies the prevalence of specific themes related to participants' perceptions of AI's contextual understanding. By identifying patterns in the responses, content analysis helps quantify trends in how students view AI's effectiveness in understanding context. Second is thematic Analysis. The interview data are subjected to thematic analysis. This technique focuses on identifying and interpreting patterns, themes, and meanings within the qualitative data. Thematic analysis allows for a deeper exploration of the nuances in participants' experiences and perspectives, providing valuable insights into how AI processes and interprets context from a human standpoint.

FINDINGS AND DISCUSSION

FINDINGS

A total of 108 students took part in the current study and contributed to an understanding of their AI experiences in context. The information collected from the questionnaire is illustrated below. Participants were asked to complete a set of statements concerning their opinion on the AI's ability to understand the context along with an answer scale measuring their degree of agreement with each item, a Likert scale. The findings show that there are differences in the level of confidence that students exhibit in the ability of AI to produce a piece of relevant text. This data is presented in the form of descriptive statistics: trends, and patterns in the responses of the respondents are illustrated. Also, qualitative input from open-ended questions deepens the results by providing additional views on the advantages and drawbacks of AI from a contextual comprehension standpoint. All in all, this data acquired from the survey questionnaires is one of the basic components used in order to assess AIs perceived by the users, which allows informing the study of the results and their discussion.

Table.1. Name of the Table (Times New Roman, 12, Italic)

No	Item	Scale (%)				
		5	4	3	2	1
1	AI mampu menghasilkan teks yang sesuai dengan konteks yang saya berikan.	15,74	50,93	24,07	9,26	0,00
2	Teks yang dihasilkan oleh AI relevan dengan situasi atau topik yang saya maksudkan.	9,26	46,30	37,04	7,41	0,00
3	AI dapat memahami perbedaan konteks formal dan informal dalam pembuatan teks.	12,96	46,30	37,04	7,41	0,00
4	AI mampu menyesuaikan gaya bahasa teks sesuai dengan budaya yang saya maksudkan.	12,96	37,04	37,04	11,11	1,85
5	AI dapat memahami dan menerapkan konteks ideologis tertentu dalam pembuatan teks.	13,89	37,04	37,04	11,11	1,85
6	Teks yang dihasilkan AI	6,48	34,26	29,63	15,74	7,41

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	mencerminkan nuansa budaya yang sesuai dengan latar belakang atau audiens yang saya inginkan.					
7	AI sering kali gagal menangkap nuansa konteks budaya yang kompleks dalam pembuatan teks.	4,63	34,26	29,63	15,74	7,41
8	AI dapat memahami instruksi saya terkait ideologi tertentu saat menghasilkan teks.	11,11	25,00	44,44	14,81	1,85
9	AI bisa mengenali konteks budaya dan ideologi serta menyesuaikan konten sesuai dengan nilai-nilai yang saya harapkan.	4,63	25,00	44,44	14,81	1,85
10	Saya sering kali merasa perlu mengintervensi teks yang dihasilkan AI untuk memastikan sesuai dengan konteks budaya dan ideologi yang saya inginkan.	37,04	37,96	37,96	14,81	2,78

The data presented in the table reflects participants' perceptions of AI's ability to generate contextually relevant text, as measured across ten items. In the first few items, the majority of students believed that AI could generally produce text that aligns with the context provided. For instance, 15.74% of respondents strongly agreed, and 50.93% agreed that AI was able to generate text in line with their given context. Additionally, 46.30% of respondents agreed that AI-produced text was relevant to the situation or topic intended. However, a smaller percentage (9.26%) strongly agreed with this statement, indicating some hesitation among users regarding AI's contextual accuracy.

When considering AI's ability to handle more nuanced elements such as formal versus informal contexts and adapting language style to different cultures, opinions became more varied. Around 46.30% of students agreed that AI could distinguish between formal and informal contexts, while 37.04% remained neutral on this issue. Similarly, for adjusting language style to fit cultural contexts, 37.04% of respondents agreed that AI could manage this aspect, although another 37.04% expressed neutrality, and a smaller percentage (1.85%) disagreed, suggesting that AI may struggle to accurately reflect cultural nuances in its output.

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The data also highlighted participants' concerns regarding AI's ability to grasp complex cultural and ideological contexts. For instance, while some participants (37.04%) agreed that AI can comprehend ideological elements in writing, nearly half (44.44%) remained neutral on whether AI could recognize and adjust content according to cultural and ideological values. Moreover, 37.96% of respondents indicated that they often needed to intervene in AI-generated text to ensure it aligned with the intended cultural or ideological context. This suggests that, while AI is seen as a useful tool, it still requires human touch to refine its output in more sensitive or complex contexts.

Moreover, the findings show that a significant portion of participants, with 37.04% strongly agreeing and 37.96% agreeing, feel the need to intervene in AI-generated texts to ensure suitability with their desired cultural and ideological contexts. This notes the limitations of AI in fully understanding the nuances of culture and ideology, which often require deep contextual understanding and sensitivity. Despite its ability to generate text based on patterns and data, AI lacks the intuitive and experiential knowledge that humans possess, making human intervention important for producing content.

However, in this context, the majority of respondents remained neutral regarding AI's ability to understand instructions related to the writer's ideology. As reflected in the data, 44.44% of participants selected a neutral response, indicating uncertainty about whether AI could effectively interpret and incorporate ideological elements in its text generation. While 25% of respondents agreed that AI could follow ideological instructions, only 11.11% strongly agreed. This suggests that, although some users perceive AI as capable of handling ideological nuances, a significant portion of participants is unsure of AI's reliability in this area, highlighting the need for further refinement in AI's contextual understanding of ideology.

Furthermore, the researcher further interviewed the participants. Some responses were explained.

“AI is pretty much useless regarding the capturing of cultural nuances of the text even when it comes to generating one. Content may be produced which is exact in a technical sense but is devoid of certain cultural aspects which may impact the communication.”

“AI seems incapable to identify and express nuances in emotions or meanings embedded within the text. It looks at the surface level and ignores emotions and the intent that may be very important within the context.”

“However, when it concerns ideologies, AI has its limits when it comes to understanding the values, and beliefs, and the issues at hand in every detail. It may present some relevant content, but failing to do so within the appropriate ideological context will make the content irrelevant or disorganized.”

“AI is also not very effective in practice when it comes to changes in the audience and content itself in the course of a discussion, or text. After commencing on one subject or manner, it encounters operational difficulties where there is a need to change mid-way.”

“AI composed any contents based on the data pattern learned but never reached the level of understanding of the context as a human being. Which is why he is capable of writing the text that fits to some of the following pictures but has no ideas of the specific meaning or aim of this writing.”

The results of the interviews brought up a number of important restrictions on AI in terms of its inclusivity and textual intelligibility to culturally and contextually specific concerns. One of the problems raised by the participants is the inability of AI to infuse culture within the texts. AI might be able to develop content that is factual, but they often do not present the culture that would enable the communication to be effective. Such a situation would result in wrong or inappropriate expressions during cross-cultural communication where the context is as important as the words spoken.

AI's inability to interpret and incorporate emotional cues in the text cannot be overlooked. They characterized AI as, unable to go beyond surface descriptions of text checks such as structure and fact but excludes the emotionally laden, underlying purpose, which is important in most communication. This is especially

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true in cases when there is a particular tone or emotional engagement the user wants to create, and the content produced appears rather bland and devoid of the emotional or psychological cues that the user intended.

The interviews further expose the inability of AI to catch on to several variables like ideology and audiences. The participants observed that once the AI has been set up to speak in a certain way or write something in particular to a certain subject, it finds it hard to regress when the subject changes even before completion of the content. This rigidity makes the content produced by the AI seem patchy at worst and unconnected at best when it is used in rolled out discussions that require some level of sophistication. Even more challenging is the fact that the AI was developed to operate on previously held information as patterns and not the ideas held within that information making the present challenge of AI understanding humans even more daunting.

DISCUSSIONS

The study's conclusions are in good agreement with current theories on how text and context interact in communication. Shen (2012) made the case that text and context are intertwined, which illustrates the main problem with AI's limitations. The crucial role that context plays in forming meaning is shown by AI's incapacity to completely comprehend contextual nuances when generating text. Even if AI produces technically accurate language, its output may not be able to successfully convey meaning if cultural, ideological, or emotional context is not adequately incorporated. This bolsters Li-guo's (2003) assertion that context-driven semiotic structures dictate a text's potential meaning. AI's text generation becomes mechanical and lacks the depth necessary for more complex interpretation when it lacks a nuanced knowledge of context.

The findings from the research align closely with the discussion on the importance of context in text production and comprehension. The data reveals that AI has a significant ability to generate text that aligns with the intended context, as evidenced by the relatively high percentages for statements such as "AI mampu menghasilkan teks yang sesuai dengan konteks yang saya berikan" (15.74%

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strongly agree, 50.93% agree) and "Teks yang dihasilkan oleh AI relevan dengan situasi atau topik yang saya maksudkan" (9.26% strongly agree, 46.30% agree). However, while AI shows promise in creating contextually appropriate text, there are areas where its ability to understand and apply specific nuances, particularly in relation to cultural and ideological contexts, appears less reliable. For example, "AI sering kali gagal menangkap nuansa konteks budaya yang kompleks dalam pembuatan teks" saw a notable percentage of disagreement (29.63% disagree, 15.74% strongly disagree), suggesting that AI struggles with capturing complex cultural subtleties. This reflects the broader challenge in education and literature, where context is essential not only for understanding immediate meaning but also for interpreting deeper layers of significance.

Moreover, the data indicates that while AI can often produce relevant content, users may still need to intervene to ensure that the generated text fully matches the desired cultural and ideological context. The statement "Saya sering kali merasa perlu mengintervensi teks yang dihasilkan AI untuk memastikan sesuai dengan konteks budaya dan ideologi yang saya inginkan" reflects this challenge, with 37.04% strongly agreeing and 37.96% agreeing. This finding notes a critical point raised in the previous discussion—contextual understanding in text production behind surface-level relevance. Much like how understanding the socio-historical background of a literary work is important for a deeper appreciation, to make sure AI-generated text reflects the intended cultural or ideological nuances requires human intervention. This underscores the continued importance of integrating contextual awareness, both for the development of AI systems and for meaningful text interpretation in various fields, including education and literature.

The results are also in agreement with Jian-hua's (2008) position which points out that context is needed for reference assignment, disambiguation and pragmatic enrichment. A case in point being the incapacity of AI to apprehend the cultural elements or feelings leading to its disadvantages in able text dissolution and pragmatic augmentation. This resonates clearly with the feedback from the

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subjects who pointed out that the AI system disregarded some ideas and feelings. Whenever such ideas arise, however, AI almost never manages to deal with such nuances in its interpretation of context, which suggests again why context ought to be present for any sophisticated understanding.

The findings from the research stresses a finding in AI's ability to produce contextually relevant text: its limited capacity to understand complex emotional and cultural contexts. While AI shows an ability to generate text that is suitable with the basic context provided, as seen in the high percentages for statements such as "AI mampu menghasilkan teks yang sesuai dengan konteks yang saya berikan" (15.74% strongly agree, 50.93% agree), there are clear limitations when it comes to recognizing and adapting to different emotional or cultural dimensions. For example, while 50.93% of respondents agree that AI can produce text relevant to the situation or topic, 29.63% disagree when asked if AI can effectively understand the subtle cultural context, showing that the system struggles to account for the emotional depth and cultural sensitivity required in many contexts. This reflects the lack of emotional intelligence noted in the literature, where AI's inability to understand or express emotions limits its capacity to interpret sarcasm, irony, or emotional subtext—key elements that often shape human communication (Picard, 1997).

Furthermore, the need for human intervention, as reflected in the high percentage of respondents (37.04% strongly agree, 37.96% agree) who feel the need to adjust AI-generated content to ensure it aligns with the expected cultural or ideological context, stresses the importance of emotional intelligence and empathy in communication. AI's lack of empathy prevents it from fully understanding the shared human experiences, emotions, and cultural norms that are often central to the intended message. As stated by Gunkel (2017), AI lacks the subjective experience that humans bring to interpretation, which results in its inability to capture the emotional and cultural subtleties meaning in texts. This limitation is particularly evident when AI-generated content addresses sensitive topics, where cultural or emotional resonance is crucial. The need for intervention

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in these cases reflects AI's struggle to produce content that is not only contextually accurate but also emotionally and culturally appropriate, stressing a significant gap in AI's ability to engage meaningfully with human communication.

The results of this research confirm the claim that context is fundamental in both the composition and interpretation of a text. This is also the position taken by Hui-qin (2006), who posits that any text is illogical without the understanding of both the subject and the core of it. However, the data draws attention to the fact that while some may view text as an isolated object, free from its place and time of creation, AI finds it difficult to produce appropriate content outside simple or neutral lines. Throughout the investigation, respondents reported contextual edits undertaken on AI written output, which signalled that reducing the context to options for consideration is unrealistic since it is necessary for text relevance and precision. This also works as support for Aini & Widodo (2018) illustrated to contextualize, since it has a great impact on the interpretation and use of the text in question, especially that which is cultural, ideological or emotional content, and does involve.

The research findings notes the growing need for human involvement when working with AI-generated content. While AI has made strong power in producing text that is contextually relevant, participants repeatedly noted the need to refine the output to better align with the intended context, especially when it comes to cultural nuances, ideological accuracy, or emotional tone. This reflects Hui-qin's (2006) idea that effective text analysis requires an ongoing relationship between the text and its broader context, something that AI still struggles to fully understand. The fact that human intervention is often necessary to adjust the content shows a gap in AI's ability to fully understand and apply context on its own. It emphasizes the continued importance of human judgment to ensure that the text is authentic, appropriate, and truly suitable with the intended audience. While AI certainly provides useful tools for text generation, its inability to handle

complex contextual elements on its own notes the need for human checking in the content creation process.

CONCLUSION

This study suggests that, while AI can generate text, it has limits in comprehending and absorbing context, notably in cultural, emotional, and ideological dimensions. The panelists emphasized that while AI can write technically accurate content, it frequently fails to recognize subtle indications that are critical for deeper meaning and effective communication. This emphasizes the critical role that context plays in defining the meaning and relevance of content, as AI's failure to completely comprehend context causes communication quality gaps.

This study's biggest weakness is that it is based on a single set of participants, 74 English Education bachelor students, who may not adequately reflect diverse perspectives from other areas or cultural backgrounds. Furthermore, the study's use of questionnaires and interviews, while useful for gathering user feedback, may not represent the full spectrum of AI's technical capabilities or limits in more complex or professional text-generating situations. These limits limit the findings' generalizability and point to the need for more study with a larger and more diverse participant pool.

The findings have practical consequences for developers and users of AI text-generation software. Developers should prioritize improving AI's ability to perceive and apply cultural, emotional, and ideological context in order to increase the quality and relevancy of AI-generated text. Users should be aware of AI's limits and be prepared to intervene or guide the AI in instances requiring complex context. Future research should look into AI's skills across diverse languages, cultures, and professional domains, as well as how to increase AI's contextual comprehension using improved training models and data inputs.

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