STUDENTS' PERCEPTIONS OF USING CHATGPT AI IN LEARNING ENGLISH AT SMK N 1 OKU

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Abstract

This study aimed to investigate students' perceptions of using ChatGPT AI in learning English at SMK Negeri 1 OKU. This research employed a descriptive quantitative method. The population consisted of 328 Grade XI students, and 181 respondents were selected using the Slovin formula. The data were collected through a questionnaire consisting of 16 statements adopted from Meluwu and Neman (2025), covering two indicators of the Technology Acceptance Model (TAM), namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Documentation was used as supporting data to strengthen the questionnaire findings. The questionnaire data were analyzed using descriptive statistics by calculating the frequency and percentage of each response. The findings revealed that students had positive perceptions toward the use of ChatGPT AI in learning English. Based on the questionnaire results, 74.47% of the responses on the Perceived Usefulness indicator were categorized as positive, indicating that students considered ChatGPT beneficial for improving learning quality, supporting task completion, and facilitating English learning. Meanwhile, 67.8% of the responses on the Perceived Ease of Use indicator showed positive perceptions, indicating that students considered ChatGPT easy to understand and operate. Therefore, it can be concluded that ChatGPT AI is positively perceived as a useful and easy-to-use learning tool that supports English language learning.

Keywords: ChatGPT AI, Students' Perception, English Learning, Perceived Usefulness, Perceived Ease of Use.

1. Introduction

In today's globalized and digitally connected world, English has become an essential language for international communication, education, and professional development. As a global lingua franca, English is widely used in various fields such as technology, business, and education. However, students learning English as a foreign language often encounter

difficulties related to grammar, vocabulary, pronunciation, and cultural differences. These challenges highlight the importance of integrating innovative and technology-supported learning approaches that can enhance students' English learning and promote independent learning practices (UNESCO, 2023).

From a quantitative perspective, students' perceptions are measured to determine the extent to which they accept and utilize technology in the learning process. Students' perceptions can be quantified through structured questionnaires to identify patterns of agreement or disagreement toward the use of a particular technology. According to Creswell and Creswell (2018), quantitative research involves the collection of numerical data and its analysis using statistical procedures to describe, explain, or examine a phenomenon. In the context of English language learning, measuring students' perceptions of using ChatGPT AI enables researchers to identify the levels of Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), providing empirical evidence of students' acceptance of ChatGPT AI as a learning tool.

In vocational schools such as SMK, English learning is not only aimed at academic achievement but also at developing practical communication skills relevant to the workplace. Students are expected to be able to understand instructions, communicate effectively, and access information in English related to their field of study. The integration of AI-based tools like ChatGPT may offer new learning experiences for vocational students by providing instant explanations, examples, and language practice opportunities. However, students may also have concerns regarding dependence on AI or difficulties in using such technology effectively. Therefore, investigating students' perceptions is essential to capture both positive and negative experiences of using ChatGPT in English learning, especially in a vocational school context (Baker & Smith, 2019).

During the preliminary observation conducted by the researcher during the Teaching Practice Program (PPLK) at SMK N 1 OKU, it was found that technology has begun to play an important role in supporting the English learning process. Based on classroom observations, students frequently used digital devices such as smartphones to assist them in completing assignments, searching for vocabulary meanings, and understanding English texts. The researcher also observed that some students showed interest in using AI-based applications, including ChatGPT, to help them generate ideas for writing, practice grammar, and clarify unfamiliar English expressions. These observations indicate that students are increasingly exposed to and engaged with artificial intelligence tools as part of their learning experience.

Recent studies have highlighted the growing role of artificial intelligence in English language learning and students' responses toward its use. Research by Zhai (2022) shows that AI-based tools can provide immediate feedback and personalized support that positively influence students' learning experiences. Similarly, Baidoo-Anu and Ansah (2023) report that generative AI technologies such as ChatGPT enhance students' engagement, autonomy,

and access to learning resources. Furthermore, Kasneci et al. (2023) emphasize that students' perceptions and attitudes are important factors in understanding the acceptance and use of AI tools in educational contexts. These studies indicate that students' perceptions can be measured quantitatively to provide empirical evidence of the extent to which ChatGPT is perceived as useful and easy to use in English language learning. Therefore, a descriptive quantitative approach is considered appropriate for this study because it enables the researcher to describe students' perceptions through numerical data obtained from questionnaires and analyzed using descriptive statistics

In addition, previous studies have shown that the integration of ChatGPT in education provides positive contributions to the teaching and learning process. Meluwu and Neman (2025) state that the use of ChatGPT in the classroom can support students in developing their understanding, generating ideas more easily, and increasing their motivation to learn through interactive and technology-based learning experiences. Their study also highlights that ChatGPT helps teachers create more efficient and engaging instructional activities, especially in language learning contexts where students need immediate feedback and flexible learning support. However, they also emphasize that the use of AI in education should be guided properly by teachers to ensure that students use the technology responsibly and effectively. Therefore, the findings from Meluwu and Neman strengthen the idea that integrating ChatGPT into classroom teaching and learning can become an innovative strategy to support modern education in the digital era.

2. Methodology

This study employed a descriptive quantitative research design**.** According to Creswell and Creswell (2018), quantitative research involves collecting numerical data and analyzing it using statistical procedures to describe, explain, or examine a particular phenomenon objectively. In this study, a questionnaire was employed as the primary instrument to collect numerical data on students' perceptions of using ChatGPT AI in learning English, while documentation was utilized as supporting evidence to strengthen and complement the questionnaire findings. The collected data were analyzed using descriptive statistics by calculating the frequency and percentage of each response. Therefore, the descriptive quantitative design was considered the most appropriate approach to describe students' perceptions of using ChatGPT AI in learning English at SMK Negeri 1 OKU.

In this study, students' perceptions were measured through their responses to a questionnaire, while documentation was used to support the questionnaire findings. The questionnaire was designed to collect numerical data regarding students' perceptions of the usefulness and ease of use of ChatGPT AI in learning English. According to Creswell and Creswell (2018), quantitative research focuses on collecting numerical data and analyzing it using statistical procedures to describe a particular phenomenon objectively. Therefore, the questionnaire served as the primary instrument for obtaining data on students' perceptions of using ChatGPT AI in English learning

2.1 Population of the Research

The population of this research were the 11th grade students of SMK N 1 OKU. So, the total population are 329 students. The details were as follows:

Table 3.1 The population of the Research

No	11th Grade Students at SMK N 1 OKU	Number of Students
1	XI AKL I	33
2	XI AKL II	37
3	XI MPLB I	38
4	XI MPLB II	38
5	XI MPLB III	37
6	XI TJKT I	35
7	XI TJKT II	38
8	XI PM	35
9	XI DKV	38
Total		329

Sources. SMK N 1 OKU 2025/2026

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2.2 Sample of the Research

In this study, the sampling technique employ were proportionate sampling based on Slovin's formula. According to Ary et al. (2019), sampling is conducted to select a representative subset of a population when it is not feasible to involve all members due to practical limitations such as time and access.

2.2.1. Slovin's Formula

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = sample size

N = population size e = margin of error

In this research:

- Population (N) = 329 students
- Margin of error (e) = 5% (0.05)

2.2.2 Calculation

$$n = \frac{329}{1+329(0.05)^2}$$

$$n = \frac{329}{1+329(0.0025)}$$

$$n = \frac{329}{1 + 0.8225}$$

$$n = \frac{329}{1.8225}$$

$$n = 181$$

The number of respondents from each class are calculated using the following formula :

Table 3.2 Sample of the Research

No	11th grade classes of SMK N 1 OKU.	Number of Samples
1	XI AKL I	18
2	XI AKL II	20
3	XI MPLB I	21
4	XI MPLB II	21
5	XI MPLB III	20
6	XI TJKT I	19
7	XI TJKT II	21
8	XI PM	19
9	XI DKV	21
Total		181

Sources. SMK N 1 OKU 2025/2026

2.3 Data Analysis

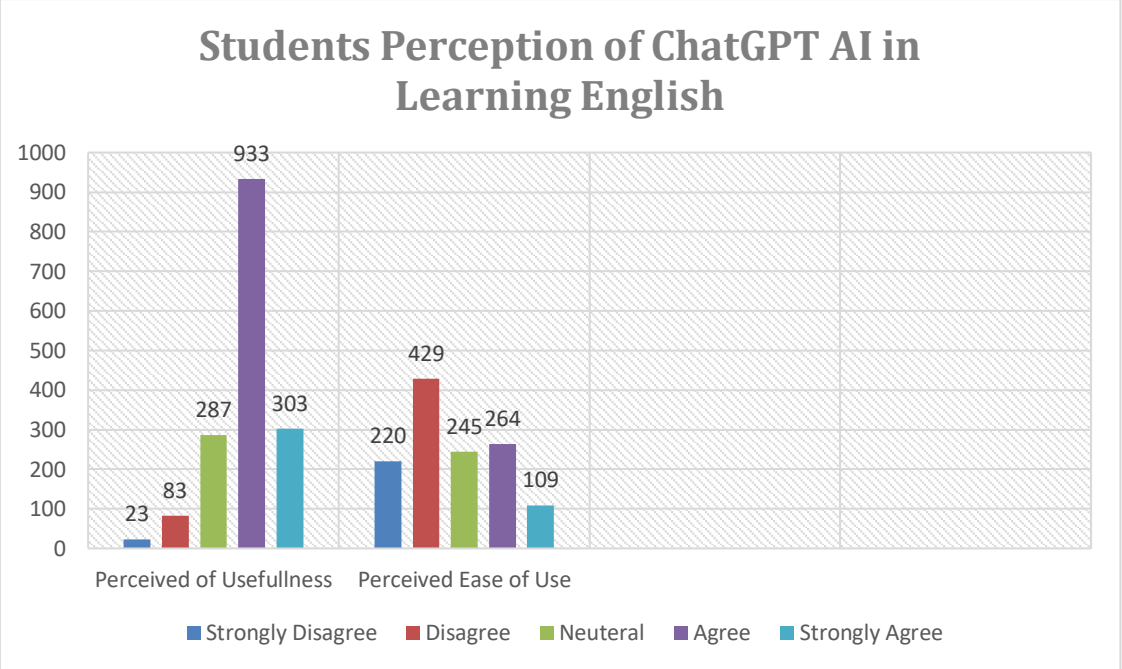
The data in this study were analyzed using descriptive analysis. The questionnaire responses were measured using a five-point Likert scale to identify students' perceptions of using ChatGPT AI in learning English at SMK N 1 OKU.

The documentation data were analyzed descriptively to support and strengthen the questionnaire findings. The researcher organized and reviewed the collected documentation, such as photographs, videos, and screenshots related to the research activities. These documents included the process of distributing the questionnaire, students while completing the questionnaire aldo students' responses and perceptions regarding the use of ChatGPT AI in learning English.

3. Findings and Discussion

3.1 Recapitulation of the questionnaire

Chart 3.1 Recapitulation of the Questionnaire



The recapitulation chart presents the overall distribution of students' responses to the sixteen questionnaire statements regarding their perceptions of using ChatGPT AI in learning English. In general, the chart shows that Agree was the most frequently selected response category across most statements, followed by Strongly Agree. This finding indicates that the majority of students expressed positive perceptions toward the use of ChatGPT AI in the English learning process. Although some respondents selected Neutral, Disagree, and Strongly Disagree, the number of positive responses was considerably higher than the negative ones, suggesting a generally favorable attitude toward the use of ChatGPT AI as a learning too.

Table. 3.1. Questionnaire Recapitulation

Indicator	Mean	Percentage	Category
Perceived Usefulness (S1–S9)	3.87	77.45%	Positive
Perceived Ease of Use (S10–S16)	3.83	70.64%	Positive
Overall Students' Perception	**3.72**	**74.47%**	**Positive**

The findings of this study revealed that Grade XI students at SMK Negeri 1 OKU had positive perceptions toward the use of ChatGPT AI in learning English. Based on the recapitulation of the questionnaire results, the overall percentage of students' perceptions reached 74.47%, which is categorized as Positive. This finding indicates that students generally perceived ChatGPT AI as a useful and easy-to-use learning tool for supporting English learning.

The findings of this study are in line with the research conducted by Meluwu and Neman (2025), which found that students generally perceived ChatGPT AI as a useful and easy-to-use learning tool that supports English language learning. Similarly, Baidoo-Anu and Ansah (2023) reported that the integration of ChatGPT in education enhances students' learning experiences by providing immediate feedback, personalized assistance, and opportunities for independent learning. These consistent findings indicate that ChatGPT AI has the potential to improve students' learning experiences and promote positive perceptions toward the use of artificial intelligence in English language learning.

3.2. The Analysis of Documentation

Based on the video documentation, some students expressed positive perceptions toward the use of ChatGPT AI in learning English. Two students stated that ChatGPT AI was helpful in supporting their learning activities, while one student expressed a negative perception related to its use. These responses are presented below.

Student 1 :

I think ChatGPT is more effective than other AI because it helps me to learn especially improving my English skill like speaking and writing.

Student 2 :

ChatGPT helps me improves my English skill especially in speaking.

Student 3 :

Altough ChatGPT is usefull, sometimes I still feel confuse of using it.

Overall, the documentation findings support the questionnaire results, which showed that students generally had positive perceptions of using ChatGPT AI in learning English. Most documented responses highlighted the usefulness of ChatGPT in understanding learning materials, completing assignments, and encouraging independent learning. However, one student expressed concerns about the consistency and reliability of ChatGPT's explanations compared to classroom instruction. These documented responses indicate that although

ChatGPT AI was generally well received, some students still preferred teacher guidance in certain learning situations. Therefore, the documentation provides additional evidence that strengthens the overall findings of this research.

4. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that Grade XI students at SMK N 1 OKU generally had **positive perceptions** toward the use of ChatGPT AI in learning English. The questionnaire results showed that the majority of respondents agreed that ChatGPT AI was useful in supporting their English learning activities. Students perceived that ChatGPT helped improve the quality and effectiveness of the learning process, facilitated the completion of English assignments, and made learning English easier and more engaging. In addition, the findings related to Perceived Ease of Use indicated that most students considered ChatGPT AI easy to understand and operate, as they generally did not experience significant confusion, frustration, or difficulty when using the application. These finding were further supported by the documentation, in which most students expressed favorable opinions regarding the usefulness and accessibility of ChatGPT AI, although one student emphasized the importance of verifying information with the teacher. Overall, the findings indicate that students had positive perceptions of using ChatGPT AI because they considered it beneficial, practical, and easy to use as a supporting tool for learning English. Nevertheless, students also recognized that ChatGPT AI should be used responsibly and as a complement to classroom instruction rather than as a substitute for the teacher. Therefore, this study concludes that ChatGPT AI has the potential to support English learning by assisting students in understanding learning materials, completing assignments, and encouraging more independent learning, while the role of teachers remains essential in guiding students to use AI effectively and critically.

5. Suggestion

Based on the findings of this study, the researcher believes that ChatGPT AI has significant potential to support English language learning, particularly in helping students learn more independently. ChatGPT AI can provide instant explanations, grammar corrections, vocabulary enrichment, writing assistance, and opportunities to practice English anytime and anywhere. Therefore, the researcher suggests that students use ChatGPT AI as a complementary learning tool to strengthen their understanding of English materials beyond classroom instruction. However, students should also use ChatGPT AI wisely by verifying the information provided, thinking critically about the responses, and avoiding excessive dependence on the technology. Instead of replacing the role of teachers, ChatGPT AI should be utilized as a learning companion that encourages curiosity, independent learning, and continuous practice. By combining the guidance of teachers with the support of AI technology, students are expected to develop better English proficiency while maintaining their critical thinking and problem-solving skills.

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