

THE STUDENTS' PERSPECTIVES ON USING CHATGPT IN ENGLISH LEXICAL CLASS TASKS AT SMA NEGERI 2 PEMATANGSIANTAR

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Abstract

This study explores students' perspectives on using ChatGPT for English lexical class tasks at SMA Negeri 2 Pematangsiantar, highlighting the integration of AI technology in education. Utilizing qualitative research methods, data were collected through questionnaires focusing on three aspects: attractiveness, accessibility, and effectiveness. The findings reveal that students generally view ChatGPT positively, particularly appreciating its user-friendly nature and flexibility, with 71.4% expressing enthusiasm for using it to learn new vocabulary. However, perceptions of its effectiveness are more cautious, as many students remain neutral regarding its impact on their understanding and practical application of vocabulary. While 51.5% agree that ChatGPT aids in comprehension, a significant portion expresses skepticism about its overall effectiveness, indicating a need for enhancements. The study aligns with previous research that underscores AI's potential benefits in education, such as personalized learning and improved engagement. Ultimately, these findings suggest that while ChatGPT serves as a valuable educational tool, ongoing development is essential to maximize its effectiveness and foster students' confidence in their learning outcomes, emphasizing the importance of blending technology with traditional teaching methods for a more engaging learning environment.

Keywords: Perspectives, AI, ChatGPT, English task, lexical class.

Abstrak

Studi ini mengeksplorasi perspektif siswa tentang penggunaan ChatGPT untuk tugas-tugas kelas leksikal Bahasa Inggris di SMA Negeri 2 Pematangsiantar, menyoroti integrasi teknologi AI dalam pendidikan. Dengan menggunakan metode penelitian kualitatif, data dikumpulkan melalui kuesioner yang berfokus pada tiga aspek: daya tarik, aksesibilitas, dan efektivitas. Temuan menunjukkan bahwa siswa umumnya memandang ChatGPT secara positif, khususnya menghargai sifatnya yang mudah digunakan dan fleksibilitasnya, dengan 71,4% menyatakan antusiasme untuk menggunakannya dalam mempelajari kosakata baru. Namun, persepsi tentang efektivitasnya lebih hati-hati, karena banyak siswa tetap netral mengenai dampaknya terhadap pemahaman dan penerapan praktis kosakata mereka. Sementara 51,5% setuju bahwa ChatGPT membantu dalam pemahaman, sebagian besar menyatakan skeptisisme tentang efektivitas keseluruhannya, menunjukkan perlunya peningkatan. Studi ini sejalan dengan penelitian sebelumnya yang menggarisbawahi potensi manfaat AI dalam pendidikan, seperti pembelajaran personal dan peningkatan keterlibatan. Pada akhirnya, temuan ini menunjukkan bahwa meskipun ChatGPT berfungsi sebagai alat pendidikan yang berharga, pengembangan berkelanjutan sangat penting untuk memaksimalkan efektivitasnya dan menumbuhkan kepercayaan diri siswa terhadap hasil belajar mereka, menekankan pentingnya memadukan teknologi dengan metode pengajaran tradisional untuk lingkungan belajar yang lebih menarik.

Kata kunci: Perspektif, AI, ChatGPT, tugas Bahasa Inggris, kelas leksika.

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INTRODUCTION

In the current era of the Industrial Revolution 4.0, the existence of technology is developing rapidly in various aspects of human life. Technological advances in the field of information and communication, enable every student to access information and learning references through existing information and communication technology media. Education is one of the many facets of life that have been transformed by digital technology. Computers, the internet, and digital platforms are examples of electronic media that have been added to traditional teaching instruments. The field of using technological methods and resources to improve learning and performance is known as technology for education. The term Artificial Intelligence or AI has become one of the main sources for every student in accessing the information needed for their daily learning activities. AI is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy. AI defined as the science and engineering of making intelligent machines (John McCarthy, 1955). Starting from an understanding of AI, several applications affiliated with AI technology were created, thus enabling each user to use them according to their individual needs. AI is a tool or platform that can be used as an academic assistant, both by teachers and by each student. The usefulness of AI enables a learning process to occur in a broader context, especially in English Learning. With AI, students can further improve their academic skills, this is because AI can be used anywhere and anytime. This allows students to access the information and knowledge they need using readily available AI platforms.

Based on the Findings of Dhanan Abimanto and Iwan Mahendro in 2023, it was concluded that the use of AI in English learning has a significant impact on improving students skills. Starting from the results on the findings, AI has made a significant contribution to the interests and learning outcomes of each student. The integration of student learning activities with the advancement of information and communication technologies, such as AI, has stimulated students' increased engagement in learning activities. This is because AI seen as a tool to overcome the monotony of learning and teaching, which is also controlled by the teacher's role as the primary instructor in the classroom. The examples and concepts provided by AI are easily understood by each student, enabling them to easily grasp the learning material presented by the teacher. From this phenomenon, the development and utilization of

Information and Communication Technology also has a great influence in improving the quality of educational activities in schools, especially in Indonesia.

One of the popular form of AI tools or applications that is very often used is ChatGPT (Generative Pre-trained Transformer). ChatGPT is a generative artificial intelligence chatbot developed by OpenAI and released in 2022. It currently use GPT-5, a generative pre-trained transformer (GPT), to generate text, speech, and images in response to user prompts. This tool is an online application that can be accessed via gadgets or computers supported by adequate internet access. ChatGPT is a chatbot based on a large language model (LLM). It is credited with accelerating the AI boom, an ongoing period marked by rapid investment and public attention toward the field of Artificial Intelligence (AI). OpenAI operates the service on a freemium model. Users can interact with ChatGPT through text, audio, and image prompts. ChatGPT can be an excellent resource in assisting students with their work. A popular misconception is that ChatGPT and other AI resources will do students' work for them. However, it can be used as a personal tutor or editor, giving students assistance outside of the classroom. For instance, students can submit handwritten notes from class and have them digitized, create study outlines using the materials provided in class, or put their essay into ChatGPT to have it copy edited.

The use of ChatGPT is a common phenomenon, especially among students who are growing and developing in the Gen Z (Generation Z) era, who grew up fully immersed in the digital age, making them the first generation of true digital natives. Wahid Suharmawan in 2023 stated that the use of ChatGPT in education offers several benefits such as personalized learning, accessibility and affordability, interactive learning resources, and assistance with assignments and problem-solving. Study of Dian N, Hermila A, and Randi S in 2024, stated that there is a significant effect of using AI ChatGPT technology on improving the quality of student assignments, indicating that this AI contributes effectively to the learning process. ChatGPT is able to answer all students' needs in accessing academic learning information, such as English Learning. The term search engine robot is the right term when associated with ChatGPT. The role of teachers enhanced by the existence of ChatGPT. This is because every student can now explore any subject they desire. In today's educational landscape, teachers can simply guide, while students explore information based on their individual curiosity through

ChatGPT. This allows for student-centered learning activities, connected with the use of digital technology, creating a modern and engaging learning process.

Lexical classification categorizes words into classes, or parts based on their grammatical properties and how they function within a sentence. The main lexical categories include nouns, verbs, adjectives, adverbs, and others such as pronouns, prepositions, conjunctions, and interjections. These classifications are determined by a word's syntactic and semantic properties, its morphological forms (like plural endings), and its position within a sentence. This is the part of the Linguistics field. Linguistics is the scientific study of Language, includes Phonetics and Phonology, Morphology, Syntax, Semantics, and Pragmatics. Lexical classification is related to the Semantics fields of Linguistics. According to Noam Chomsky, semantics is an integral part of person's language faculty, a mental capacity that provides the Conceptual-Intentional system with information, including linguistic meaning. According to B Ptasznik, S Wolfer, R Lew et al in 2024, advocates for an integrated approach that leverages both AI, with its interactive and immediate feedback, and more traditional lexicographic tools that may foster learner autonomy and linguistics proficiency. Based on this finding, the same phenomenon was also found at SMA Negeri 2 Pematangsiantar. When teachers give tasks to identify lexical word classes, they also use ChatGPT as a tool to help them identify each word in English into a lexical word class that is in accordance with English grammar. FU Toshboltaev et al in 2025 stated that the benefit of AI in enhancing student engagement, improving grammatical (lexical class) accuracy, and offering accessible learning opportunities for diverse learners. This proves that use of AI as a tool in English learning activities is very useful, especially in helping to shape each student's understanding in understanding the English lexical word class.

Lexical Class is a part of the elements of English grammar that can be taught in the form of assignments or tasks. Students often encounter difficulties in identifying lexical word classes. This is because Indonesian students are not classified as first-language (Native) English speakers, but rather as foreign (Non-native) language speakers. In order to overcome this situation, the use of information and communication technology (ICT), or what is commonly known as digital literacy, is very appropriate to help students in Indonesia to understand the English lexical class in their daily learning. Based on these facts, the use of ChatGPT in English

Learning activities can be said to be an appropriate learning strategy, where implementing the use of digital technology. Without reducing the vital role of teachers in carrying out learning activities is a new cycle what will become a culture in the future in teaching and learning activities in every school.

This research aims to understand students' perspectives on using ChatGPT in digitally assessing learning in English language test, especially in the task of identifying English lexical classes. By understanding students' viewpoints, the feedback provided can help improve the quality and usability of ChatGPT in schools. It is believed that this research can provided improvements solutions or suggestions to help build a more up-to-date, efficient and acceptable learning evaluation system for today's educational demands. As a result, the researchers intend to investigate students' attitudes to using ChatGPT as a digital tool in learning about lexical class in English.

LITERATURE REVIEW

Perspective is defined as way or method to see or observe various phenomena, condition, or situation in the surroundings (Miller, 2005). Students' perspectives are the viewpoints, experiences, and insights of students regarding their educational environment, learning processes, and institutional policies. This can encompass their feelings, beliefs, and attitudes towards teaching methods, curriculum, and school culture, and it is used to inform and improve teaching practices, curriculum development, and educational outcomes.

Technology is the application of scientific theories to create a product, representing a practical and intellectual vision that goes beyond simple tools (Brown, 2019). In the other side, technology exemplifies the interaction between human beings and nature (Marx, 2009). Marx's description of this interaction is in transition throughout his works. An older, humanist and vitalist paradigm sets the human being against nature as a qualitatively different type of force. ChatGPT is an artificial intelligence-based application platform that is result of increasingly sophisticated ICT innovations in the current era of the Industrial Revolution 4.0. ChatGPT is a product of Digitalization in the scope of development of information and communication technology. This application is based on artificial intelligence created through increasingly sophisticated technological developments in various aspects of human life.

One of the main ideas proposed in Josefsson (1995, 1997, 1998) is that stems lack inherent word class features (lexical class). The word class of a word should be viewed as a function of the type of inflection with which the stem has merges. Lexical classification is the grouping of words into categories based in their grammatical properties and function in a sentence, include nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

Moreover, task is “a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (Nunan, 1989:10). An English task is a specific piece of work or activity related to the English language that must be completed. English learning tasks can be categorized by their structure and cognitive demands, including listing, ordering, sorting, matching, comparing, problem-solving, sharing personal experiences, and creative tasks. Tasks are often designed to integrate all four language skills-listening, speaking, reading, and writing-to achieve a communicative outcome.

METHOD

To gain a better understanding of the phenomenon of Students’ Perspectives on using ChatGPT in completing English lexical class tasks as a learning tool, this study uses Qualitative research, with questionnaires as a data collection tool. According to Creswell (2012), qualitative research is a way to explore and understand the meanings given by individuals or groups to a human social problem, The research process involves emerging questions and procedures; collecting data in the context of participants; analyzing data inductively, building from specific things to general themes; and making interpretations of the meaning of the data. After obtaining data, researchers categorize the responses, return technical analysis data, and finally receive the results. Data was collected using the Google Form program. This research tool includes questionnaire and a list of values to evaluate how certain individuals use ChatGPT. Data is obtained by asking students to fill out questionnaire administered by the researcher. There are three categories of questions: attractiveness, effectiveness, and accessibility.

This study used qualitative method with. Creswell (2014) stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. He also emphasizes that qualitative research is divided into five main inquiry approaches: narrative research, phenomenology, grounded theory, ethnography, and case studies. He defines qualitative research as a method for exploring perceptions and ideas that cannot be measured with numbers, where researchers are the primary instruments for data collection through examining documents, observing behavior, or interviewing participants. Additionally, qualitative research is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. The researchers use qualitative method. The research design was descriptive. Descriptive study delineates a scenario without examining the relationships, influences, or differences variables. According to Calderon (2006), descriptive research involves collecting, analyzing, classifying, and aggregating data on general situations, actions, beliefs, processes, trends, and causality and correctly interpreting such data. Descriptive research seeks to accurately and methodically define an inhabitant, situation, or phenomenon.

The population is all subject being studied. According to Creswell (2008: 151), population is defined as a group of individuals who have the same characteristics. The population is a group of things or people with certain characteristics that researchers investigate and develop conclusion about. Moreover, the population of this study was a class of the tenth-grade students of SMA Negeri 2 Pematangsiantar in the academic year 2025/2026, which all consists of 35 students. A sample constitutes an aspect of the population under study. The sample of this study is taken from the population that is the tenth-grade students of SMA Negeri 2 Pematangsiantar. Therefore, the sample of this study was students of tenth-grade (X-2) which consists of 35 students. They all consisted of 17 male students, and 18 female students. The researchers chose this class because they are eligible to be the subject of this study and are comfortable with utilizing ChatGPT to complete English lexical class tasks rather than the others.

The questionnaire was employed as an instrument to gain data for the purpose of the study. According to Sugiyono (2018), a questionnaire is a data collection carried out by giving

written agreement to the respondents to ask questions he/she answered. This questionnaire is an effective data collection strategy when the researcher knows with clarity which variables will be measured and what may be expected of the respondents. Questionnaires are used to collect data. In this study, students were given questionnaires with questions or comments that described their attitudes on the usage of ChatGPT as a tool to help them answer and complete the tasks given.

After all of the data has been collected, the following step is to analyze it in order to reach a conclusion. This study's data analysis technique is qualitative descriptive. Qualitative descriptive research generates data that describe the 'who, what, and where of events or experiences' from a subjective perspective (Kim et al., 2017). The qualitative descriptive research approach is a research method that aims to provide a straight forward description of a phenomenon using words rather than numbers. Qualitative data analysis involves several main stages: data collection, data reduction and categorization, data presentation, and drawing conclusions. The process begins with collecting raw data from interviews or observations, followed by simplifying the data (data reduction) and grouping it into categories or themes, then presenting it descriptively to facilitate analysis. The final stage is interpreting the presented data to draw relevant conclusions.

FINDINGS AND DISCUSSION

Findings

Based on questionnaires, the researcher provided the research findings and comments in this chapter. Additionally, the table will display the outcomes of every component, including effectiveness, accessibility, and attractiveness.

Students' Perceptions Towards the use of ChatGPT on the Aspect of Attractiveness.

The table 1 displays the results of using ChatGPT in terms of attractiveness. the students' attitudes about using ChatGPT for English lexical class tasks are largely good. With 54.3% of respondents agreeing that ChatGPT is appealing in the lexical class, a sizable majority of people find it intriguing. Additionally, 71.4% of students say that utilizing ChatGPT to learn new vocabulary makes them feel excited, which suggests that the tool increases their enthusiasm to study. Though some students are interested, there is still need for improvement

in encouraging active participation, as evidenced by the more mixed engagement levels; just 42.8% of students report feeling actively engaged during interactions using ChatGPT. Opinions differ more when contrasting ChatGPT with conventional teaching approaches. Just 31.4% of students think that using ChatGPT is a better way to learn than using traditional methods, while a significant 68.6% are neutral or disagree. This suggests that some students could value conventional approaches or don't think ChatGPT offers a lot of benefits. Furthermore, when it comes to the enjoyment of studying, roughly 49.5% of students concur that ChatGPT offers a pleasurable experience; yet, a sizeable percentage (51.4%) are either neutral or disagree. This division implies that while though ChatGPT has potential advantages, more work may be needed to maximise participation and enjoyment.

Table 1. Students perceptions towards the use of ChatGPT in English Task on the Aspect of Attractiveness

No.	Statement	Alternative Answers				
		SA(%)	A (%)	N(%)	D(%)	SD(%)
1.	The use of ChatGPT in English Lexical class is very interesting.	8,6%	45,7%	40%	5,7%	0
2.	I feel enthusiastic when using ChatGPT to help understand new vocabulary.	20%	51,4%	25,7%	2,9%	0
3.	I feel actively engaged when interacting with chat GPT in lexical tasks.	2,8%	40%	48,6%	8,6%	0
4.	My learning experience using ChatGPT is much better compared to traditional learning methods.	17,1%	14,3%	40%	25,7%	2,9%
5.	ChatGPT provides a fun experience in learning English lexical class.	8,6%	40%	42,9%	8,6%	0

The data reflects a generally positive attitude towards the use of ChatGPT in English vocabulary tasks, particularly in terms of interest and enthusiasm. However, engagement levels and comparisons with traditional methods reveal a more nuanced view, with some students remaining neutral or skeptical. This suggests potential for further development in the interactive and engaging aspects of ChatGPT to enhance the overall learning experience.

Students' Perceptions Towards the use of ChatGPT on the Aspect of Accessibility Aspects.

The table below displays the results of using ChatGPT in terms of accessibility.

Table 1.2 Students perceptions towards the use of ChatGPT in English Task on the Aspect of Accessibility

No.	Statement	Alternative Answers				
		SA(%)	A (%)	N(%)	D(%)	SD(%)
1.	I find it easy to access Chat GPT when using it to learn English lexical.	5,7%	62,9%	28,6%	2,8%	0
2.	Chat GPT can be accessed anytime and anywhere according to my needs.	45,7%	31,4%	20%	2,9%	0
3.	I do not experience technical difficulties when using Chat GPT for lexical tasks.	5,7%	45,7%	40%	8,6%	0
4.	I feel comfortable using Chat GPT, both on mobile devices and computers.	5,7%	51,4%	40%	2,9%	0
5.	The resources available for using Chat GPT are sufficient to help me learn vocabulary.	5,7%	54,3%	40%	0	0

In line with the table above, students generally have a favourable opinion of ChatGPT's usability for vocabulary-learning activities in English. The fact that 68.6% of students agree (Strongly Agree + Agree) that they find ChatGPT easy to use highlights how user-friendly technology is in educational settings. Furthermore, according to 77.1% of students, ChatGPT can be used whenever and whenever they need it, which further supports the tool's adaptability and user-friendliness for students.

Only 51.4% of students say they have never had technical difficulties when using ChatGPT for lexical activities, suggesting that some students may encounter obstacles that could impair their learning process. Additionally, 57.1% of respondents report feeling at ease using ChatGPT on both computers and mobile devices. Last but not least, 60% of students concur that the resources available for vocabulary learning are sufficient, indicating that even while accessibility is generally seen favorably, there is still room for improvement to improve the user experience overall.

Overall, the research shows that students' opinions of ChatGPT's usability for learning vocabulary in English are overwhelmingly favourable. Most people find it simple to use and value its accessibility from any location at any time. Nevertheless, some students claim to have run into technological issues, which could have an impact on their educational experience. Students feel that the tools offered are adequate for learning vocabulary, and they are generally

comfortable using ChatGPT on a variety of platforms. Even if the accessibility features are well acclaimed, technological problems might yet be fixed to improve the user experience as a whole.

Students' Perceptions Towards the use of ChatGPT on the Aspect of Effectiveness Aspects.

The table below displays the results of using ChatGPT in terms of effectiveness.

Table 1.3 Students perceptions towards the use of ChatGPT in English task on the aspect of effectiveness

No.	Statement	Alternative Answers				
		SA(%)	A (%)	N(%)	D(%)	SD(%)
1.	Using Chat GPT helps me better understand English lexical class.	8,6%	42,9%	45,7%	2,8%	0
2.	Chat GPT enhances my ability to use the lexical class I have learned.	8,6%	31,4%	54,3%	5,7%	0
3.	I feel more confident using English lexical class after using Chat GPT.	2,8%	28,6%	54,3%	14,3%	0
4.	Chat GPT provides useful feedback in my English lexical class learning process.	5,7%	34,3%	51,4%	8,6%	0
5.	I see an improvement in my learning outcomes after using Chat GPT for English lexical tasks.	2,9%	37,1%	48,6%	8,6%	2,8%

In line with the table above, shows that students have differing opinions about how well ChatGPT helps them comprehend and use English terminology. Just 51.5% of students agree (Strongly Agree + Agree) with the statement, "Using ChatGPT helps me better understand English lexical class," while a noteworthy 45.7% are neutral. This suggests that although some students find ChatGPT useful, many do not feel strongly about its impact on their understanding. Similarly, just 40% of respondents say that ChatGPT improves their ability to use the terminology they have learnt. A sizeable percentage (54.3%) is neutral, indicating that students might not be entirely persuaded of its value in enhancing their language use in real-world situations. Caution is also shown in confidence levels; just 31.4% of respondents said utilizing ChatGPT increased their confidence in using English language, while 54.3% said they were neutral or disagreed. Regarding feedback, 51.4% of students are neutral, while 40% of students concur that ChatGPT offers helpful insights during their learning process. Finally, only 40% of respondents say they sense improvements after utilising ChatGPT, indicating that the perception of increase in learning outcomes is also limited. This suggests that even though

there has been some encouraging feedback, a sizable portion of students are unsure of the tool's ability to improve their vocabulary acquisition and general results.

According to the data, students generally have a cautious opinion of ChatGPT's ability to help them learn vocabulary in English. Although there is considerable consensus that ChatGPT helps with vocabulary comprehension and application, a sizable percentage of students express no opinion, suggesting scepticism regarding its effects. After utilising ChatGPT, students' confidence in their vocabulary usage is moderate, and while some students find the tool's comments to be helpful, many students have mixed feelings about its efficacy. This conflicting answer emphasises how ChatGPT's features need to be improved in order to better complement learning objectives and increase students' confidence when applying the terminology they learn.

Discussion

Based on the findings obtained, the use of AI-based applications such as ChatGPT actually has its own impact on the practice and learning activities of each student. This is clarified through each student's perspective, which states that there is a fairly good impact through using ChatGPT as a tool to help them complete assignments, especially in learning word class (lexical classes) in English. In the aspects of attractiveness, the findings reflects a generally positive attitude towards the use of ChatGPT in English vocabulary tasks, particularly in terms of interest and enthusiasm. Besides it, in the aspects of accessibility, the findings shows that students' opinions of ChatGPT's usability for learning vocabulary in English are overwhelmingly favourable. Similarly, in aspects of effectiveness, students generally have a cautious opinion of ChatGPT's ability to help them learn vocabulary in English.

Thus, the findings of this study correlate with previous research which stated that use of AI in English learning has a significant impact on improving students' abilities (Dhanan A; Iwan M in 2023). In addition, this finding continues the results of Wahid Suharmawan's findings in 2023, which stated that the use of ChatGPT in education offers several benefits such as personalized learning, accessibility and affordability, interactive learning resources, and assistance with assignments or tasks and problem solving. However, the findings of this study offer little comparative advice when compared to the findings of Dian N; Hermila A; and Randi

S in 2024, which showed that AI effectively contributes to the learning process. The use of AI-based applications such as ChatGPT doesn't always have a significant impact on the effectiveness aspects. This refers to the perspective of students who tend to be more cautious in using AI as a learning aid or for completing assignments or tasks. This is also because no matter how sophisticated the technology of AI-based applications like ChatGPT, at certain times the artificial answering machine robot can also provide error information.

CONCLUSION

The study on students' perspectives regarding the use of ChatGPT in English lexical class tasks at SMA Negeri 2 Pematangsiantar reveals important insights into the integration of AI technology in education. Overall, students express a generally positive attitude towards ChatGPT, particularly in terms of its attractiveness and accessibility. A significant number of students find it interesting and easy to use, appreciating its flexibility and availability for learning vocabulary. However, perceptions of effectiveness are more cautious, with many students remaining neutral about ChatGPT's impact on their understanding and application of vocabulary. This suggests that while ChatGPT has potential as a supplementary educational tool, improvements are needed to enhance its effectiveness in fostering confidence and learning outcomes. The findings align with previous research indicating the significant benefits of AI in education, yet highlight the necessity for ongoing development to ensure that AI tools like ChatGPT effectively support students' learning processes. Ultimately, this research underscores the importance of balancing technological advancements with traditional teaching methods to create a more engaging and effective educational environment.

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