



Exploring High School Students' Perception of Using ChatGPT in Learning English

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Article Info	Abstract
Article History Received: 2025-04-15 Revised: 2025-05-21 Published: 2025-06-09 Keywords: <i>Students Perception;</i> <i>ChatGPT;</i> <i>English Learning.</i>	This study aimed to explore students' perceptions of using <i>ChatGPT</i> as a learning aid in English language instruction for tenth-grade students at Madrasah Aliyah Negeri Purworejo in the 2024/2025 academic year. A qualitative approach with a case study design was employed. Data were collected through a closed-ended questionnaire consisting of twenty statements covering aspects such as vocabulary, grammar, pronunciation, motivation, self-confidence, ease of use, and learning preferences. A total of 69 students from classes X-G and X-H participated in this study. The data were analyzed descriptively to identify patterns in students' perceptions of <i>ChatGPT</i> usage. The results showed that most students had positive perceptions. They believed that <i>ChatGPT</i> helped improve vocabulary and grammar, enhanced pronunciation, boosted motivation and confidence, and made English learning more enjoyable. Although some students reported doubts or minor technical issues, overall, <i>ChatGPT</i> was perceived as an effective and engaging tool for supporting English language learning. Therefore, <i>ChatGPT</i> is recommended as a complementary learning aid to enhance classroom instruction.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-04-15 Direvisi: 2025-05-21 Dipublikasi: 2025-06-09 Kata kunci: <i>Persepsi Siswa;</i> <i>ChatGPT;</i> <i>Pembelajaran Bahasa Inggris.</i>	Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan <i>ChatGPT</i> sebagai alat bantu dalam pembelajaran bahasa Inggris di kelas X Madrasah Aliyah Negeri Purworejo tahun ajaran 2024/2025. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui kuesioner tertutup yang terdiri dari dua puluh pernyataan yang mencakup aspek kosakata, tata bahasa, pelafalan, motivasi, kepercayaan diri, kemudahan penggunaan, dan preferensi belajar. Sebanyak 69 siswa dari kelas X-G dan X-H menjadi partisipan dalam penelitian ini. Data dianalisis secara deskriptif untuk mengidentifikasi pola persepsi siswa terhadap penggunaan <i>ChatGPT</i> . Hasil penelitian menunjukkan bahwa mayoritas siswa memiliki persepsi positif. Mereka merasa <i>ChatGPT</i> membantu memahami kosakata dan tata bahasa, memperbaiki pelafalan, meningkatkan motivasi serta kepercayaan diri, dan menjadikan pembelajaran lebih menyenangkan. Meskipun terdapat sebagian siswa yang merasakan keraguan atau kendala teknis, secara keseluruhan <i>ChatGPT</i> dipandang sebagai alat yang efektif dan menarik untuk mendukung pembelajaran bahasa Inggris. Oleh karena itu, <i>ChatGPT</i> direkomendasikan sebagai alat pendukung pembelajaran yang dapat melengkapi metode konvensional di kelas.

I. INTRODUCTION

Language plays a vital role in human communication, functioning as a medium for exchanging information and expressing ideas (Teo 2018). In educational settings, teachers use language to convey complex knowledge and facilitate understanding among students. Beyond instruction, language also enables individuals to express opinions, particularly in contexts such as public forums and political debates, where diverse viewpoints are shared. Given its central role in both instruction and expression, language becomes especially significant in understanding how learners engage with digital tools for language learning such as *ChatGPT* as explored in this study.

Beyond its everyday use, language exists in multiple forms spoken, written, and signed each serving distinct communicative functions (Saussure 2015). Spoken language facilitates real-time exchange of thoughts and opinions in daily interactions, while written language offers permanence and depth through mediums such as letters, articles, or books. Meanwhile, sign language uses visual cues and gestures to effectively fulfill the communication needs of the deaf community (Venkatesh, V., 2008). These diverse forms highlight language's adaptability and richness as a medium of human expression. This multifaceted nature of language becomes increasingly relevant in digital contexts, where tools like *ChatGPT* simulate and support various

modes of language use.

In an international context, English occupies an important position alongside three other languages, namely Mandarin, French and Arabic, all of which were named official languages by the United Nations (UN) in 1945. These four languages are recognized for their important role in global communication as well as their large number of speakers in various countries. Based on UNESCO research, more over 1.5 billion individuals worldwide are thought to speak English as their first or second language (Boucher 2017).

This shows that English has become a major language in international communication, diplomacy, technology, and education (Lund 2023). In addition, many people learn English for various purposes, from expanding career opportunities to improving cross-cultural communication skills. Often, English proficiency is also considered the key to accessing information and scientific literature on a global scale. By mastering English, individuals can not only communicate more effectively in the era of globalization, but also open up opportunities for success in both the professional and academic worlds (Granić, Andrina 2019).

In Indonesia, English is an integral part of the national education system, especially through the implementation of the Merdeka Curriculum which applies to elementary to high school levels. In this curriculum, English is taught as a subject with the aim of improving students' international communication skills. Every week, students attend 3 hours (JP) of English lessons covering essential elements such as listening-speaking, reading-viewing, and writing-presenting. This comprehensive approach aims to ensure that students not only understand English theoretically but are also able to apply it practically, both orally and in writing. Under the regulations set out in the Minister of Education and Culture Regulation (Permendikbud), English education in Indonesia is expected to equip students with relevant skills to interact in a global environment.

To become proficient in English, learners need to develop several key language skills: speaking, listening, reading, and writing. Listening helps them grasp spoken messages, while speaking enables them to share thoughts and opinions directly. Reading expands knowledge and enhances comprehension, and writing helps organize and communicate ideas clearly. Beyond these core skills, learners must also build strong foundations in vocabulary, pronunciation, and

grammar. A broad vocabulary helps convey meaning with precision, while clear pronunciation ensures the message is easily understood especially in intercultural settings. Grammar, meanwhile, provides structure and clarity to sentences, making communication more effective. Mastering these components equips learners to interact confidently in various contexts, from academic and professional environments to everyday conversations.

In learning English, students often encounter a range of challenges that slow their progress (Sperling et al., 2024). One common issue is limited speaking and listening practice, especially due to the lack of exposure to native speakers or English-speaking environments. Many learners also struggle with vocabulary and pronunciation, which are crucial for effective communication. In addition, the complexity of English grammar especially compared to Indonesian can cause confusion when forming sentences. Low motivation further complicates the learning process, particularly when students find the material too difficult or irrelevant to their daily lives.

To address these issues, technological advancements have introduced innovative tools that support English learning more effectively (Wang, X. 2025). One such tool is *ChatGPT*, an AI-powered language model that enables students to engage in interactive English conversations. It provides a platform to practice speaking and listening through simulated dialogues, while also helping to build vocabulary and improve grammar through instant feedback and sentence examples. With flexible access and user-friendly features, students can learn at their own pace, anytime and anywhere.

By integrating technology like *ChatGPT* into the learning process, students are not only able to overcome traditional barriers but also gain greater confidence in using English for academic, professional, and everyday communication (Habibi 2023). This shift highlights how AI can transform language learning into a more accessible, engaging, and empowering experience.

Based on the explanation in the previous paragraphs about the challenges and solutions in learning English, as well as the technology that can support the learning process, then considering the problems and solutions that are possible to be implemented, as well as considering the aspects that support the research, the researcher then made a research entitled "Students' Perceptions of Using *ChatGPT*

for Learning English in Tenth Grade at Madrasah Aliyah Negeri Purworejo". This research seeks to investigate students' views on the utilization of *ChatGPT* as a tool in learning English, as well as to evaluate the extent to which this technology can help them overcome various barriers in mastering English.

II. METHOD

This study employed a qualitative case study design to explore students' perceptions of using *ChatGPT* in English learning at Madrasah Aliyah Negeri Purworejo during the 2024/2025 academic year. The research was conducted at MAN Purworejo, which consists of ten tenth-grade classes (X-A-X-J). Two classes were selected as the sample X-G with 35 students and X-H with 34 students resulting in a total of 69 participants.

Data were collected through a questionnaire consisting of 20 items covering aspects such as effectiveness, engagement, ease of use, self-confidence, and student preferences related to *ChatGPT*. The questionnaire used a five-point Likert scale and was distributed online via Google Forms through students' WhatsApp groups. Although the study used a qualitative approach, the data were analyzed descriptively using basic statistics. The analysis included organizing responses, calculating percentages, and identifying general trends to interpret students' perceptions of using *ChatGPT* in English learning.

III. RESULT AND DISCUSSION

A. Result

The results obtained from the questionnaire responses provide valuable insights into students' perceptions of using *ChatGPT* as a tool for learning English. The questionnaire consists of twenty questions answered by 69 tenth-grade students of class X-G and X-H at Madrasah Aliyah Negeri Purworejo. The results are described in detail below for each question.

In responding to the first statement, which states "*ChatGPT* makes it easier for me to understand English vocabulary," 36 students (52%) agreed with the statement. Another 9 students (13%) strongly agreed, showing that a significant number of students found *ChatGPT* very helpful in understanding vocabulary. Meanwhile, 6 students (9%) disagreed, 2 students (3%) strongly disagreed, and 16 students (23%) responded doubtfully. These results suggest that more than half of

the students view *ChatGPT* as a useful tool in helping them comprehend English vocabulary effectively.

In responding to the second statement, which states "*ChatGPT* makes it easier for me to correct grammatical errors in English," 44 students (64%) agreed with the statement. Additionally, 6 students (9%) strongly agreed, indicating that many students find *ChatGPT* beneficial for improving their grammar. On the contrary, 3 students (4%) disagreed, and no student strongly disagreed. Meanwhile, 16 students (23%) were doubtful in their responses. These findings imply that the majority of students perceive *ChatGPT* as a helpful tool in recognizing and correcting grammatical mistakes in their English learning process.

In responding to the third statement, which states "*ChatGPT* helps me improve my speaking skills in English," 33 students (48%) agreed and 1 student (1%) strongly agreed. However, 11 students (16%) disagreed, 1 student (1%) strongly disagreed, and 23 students (33%) were doubtful. This suggests that nearly half of the students acknowledged the usefulness of *ChatGPT* in developing their speaking ability, though a considerable number remain uncertain or disagree.

In responding to the fourth statement, which states "*ChatGPT* helps me pronounce English words better," 38 students (55%) agreed and 4 students (6%) strongly agreed. On the other hand, 8 students (12%) disagreed, 1 student (1%) strongly disagreed, and 18 students (26%) chose doubtful. These results show that most students found *ChatGPT* helpful for improving their pronunciation, although more than a quarter were still unsure about its impact.

In responding to the fifth statement, which states "Using *ChatGPT* makes me more confident in speaking English," 24 students (35%) agreed and 4 students (6%) strongly agreed. Meanwhile, 11 students (16%) disagreed, none strongly disagreed, and 30 students (43%) were doubtful. This indicates that while a portion of the students feel more confident with the help of *ChatGPT*, a large group remains uncertain, showing varied perceptions about its effect on self-confidence.

In responding to the sixth statement, which states "I feel more motivated to learn English after using *ChatGPT*," 31 students (45%) agreed and 6 students (9%) strongly agreed. However, 10 students (14%) disagreed, 1

student (1%) strongly disagreed, and 21 students (30%) were doubtful. These responses indicate that nearly half of the students experienced an increase in motivation, though some still question or disagree with this impact.

In responding to the seventh statement, which states “*ChatGPT* makes learning English more fun and less boring than conventional learning,” 29 students (42%) agreed and 6 students (9%) strongly agreed. In contrast, 10 students (14%) disagreed, 1 student (1%) strongly disagreed, and 23 students (33%) were doubtful. This shows that a considerable number of students see *ChatGPT* as an engaging tool, yet a significant portion is still undecided.

In responding to the eighth statement, which states “I practice English more often (especially pronunciation, vocabulary, and grammar) because *ChatGPT* is available anytime,” 28 students (41%) agreed and 6 students (9%) strongly agreed. Meanwhile, 10 students (14%) disagreed, none strongly disagreed, and 25 students (36%) were doubtful. These findings suggest that many students feel encouraged to practice more frequently due to *ChatGPT*’s accessibility, though some are uncertain.

In responding to the ninth statement, which states, “I feel more comfortable learning to speak English with *ChatGPT* than speaking directly with a teacher or friend,” 20 students (29%) agreed and 6 students (9%) strongly agreed. On the other hand, 16 students (23%) disagreed, 5 students (7%) strongly disagreed, and 22 students (32%) were doubtful. These findings indicate that while a number of students feel more at ease speaking English with *ChatGPT*—likely due to the absence of judgment or social anxiety—many others still prefer human interaction or feel uncertain about relying on AI tools. The lack of real-time emotional feedback and nuanced conversational cues may also contribute to discomfort among some learners. This suggests that while *ChatGPT* can serve as a helpful tool, it should be integrated in a balanced way that also fosters social interaction and communicative confidence in real-world settings.

In responding to the tenth statement, which states “I enjoy using *ChatGPT* in the process of learning English (especially pronunciation, vocabulary, and grammar),” 35 students (51%) agreed and 3 students (4%) strongly

agreed. Meanwhile, 8 students (12%) disagreed, 1 student (1%) strongly disagreed, and 22 students (32%) expressed doubt. These responses show that more than half of the students have a positive attitude toward using *ChatGPT* for English learning.

In responding to the eleventh statement, which states “*ChatGPT* is easy to use in English learning,” 47 students (68%) agreed and 13 students (19%) strongly agreed. Only 3 students (4%) disagreed and none strongly disagreed, while 6 students (9%) were doubtful. These findings demonstrate that most students find *ChatGPT* user-friendly and accessible for learning English.

In responding to the twelfth statement, which states “I do not experience difficulty understanding how *ChatGPT* works,” 38 students (55%) agreed and 6 students (9%) strongly agreed. In contrast, 4 students (6%) disagreed, none strongly disagreed, and 21 students (30%) responded doubtfully. These results suggest that most students understand how to use *ChatGPT*, though a considerable number remain unsure.

In responding to the thirteenth statement, which states “Regarding English tasks, *ChatGPT* provides clear and understandable answers,” 43 students (62%) agreed and 6 students (9%) strongly agreed. Meanwhile, 4 students (6%) disagreed, none strongly disagreed, and 16 students (23%) were doubtful. This implies that a majority of students believe *ChatGPT* gives helpful and easy-to-understand responses for English tasks.

In responding to the fourteenth statement, which states “*ChatGPT* provides quick feedback when I make mistakes in English,” 47 students (68%) agreed and 5 students (7%) strongly agreed. However, 7 students (10%) disagreed, 3 students (4%) strongly disagreed, and 7 students (10%) were doubtful. These findings indicate that most students appreciate the fast feedback from *ChatGPT* in the learning process.

In responding to the fifteenth statement, which states “I rarely experience technical issues when using *ChatGPT*,” 31 students (45%) agreed and 4 students (6%) strongly agreed. On the other hand, 14 students (20%) disagreed, 3 students (4%) strongly disagreed, and 17 students (25%) were doubtful. This suggests that while many students use *ChatGPT* smoothly, a noticeable number still encounter or expect potential technical

difficulties.

In responding to the sixteenth statement, which states “*ChatGPT* helps me understand English better than dictionaries or textbooks,” 21 students (30%) agreed and 4 students (6%) strongly agreed. Meanwhile, 17 students (25%) disagreed, 2 students (3%) strongly disagreed, and 25 students (36%) were doubtful. This reveals that student opinions are fairly divided, with some finding *ChatGPT* more effective than traditional tools and others expressing skepticism.

In responding to the seventeenth statement, which states “*ChatGPT* can be an effective learning support tool together with the teacher,” 46 students (67%) agreed and 8 students (12%) strongly agreed. In contrast, 5 students (7%) disagreed, none strongly disagreed, and 10 students (14%) were doubtful. This suggests that a strong majority of students view *ChatGPT* as a supportive addition to their learning experience with a teacher.

In responding to the eighteenth statement, which states “I am more interested in learning English using *ChatGPT* than using my usual learning methods,” 17 students (25%) agreed and 5 students (7%) strongly agreed. Meanwhile, 20 students (29%) disagreed, 1 student (1%) strongly disagreed, and 26 students (38%) were doubtful. These findings indicate that student interest in *ChatGPT* as a learning tool varies, with many still uncertain about its effectiveness compared to traditional methods.

In responding to the nineteenth statement, which states “I feel that the answers provided by *ChatGPT* sometimes need to be re-checked,” 31 students (45%) agreed and 27 students (39%) strongly agreed. Only 4 students (6%) disagreed and none strongly disagreed, while 7 students (10%) were doubtful. These results show that a large majority of students recognize the importance of verifying *ChatGPT*'s responses for accuracy.

In responding to the twentieth statement, which states “In the future, I will continue to use *ChatGPT* to learn English,” 34 students (49%) agreed and 6 students (9%) strongly agreed. Meanwhile, 6 students (9%) disagreed, none strongly disagreed, and 23 students (33%) were doubtful. This indicates that many students are open to continuing the use of *ChatGPT*, though a notable portion remains hesitant.

After conducting a thorough analysis of each statement individually, it can be summarized that the majority of students demonstrated positive perceptions toward the use of *ChatGPT* for learning English. The data reveal that most students either agreed or strongly agreed with the various statements provided, highlighting that *ChatGPT* is widely regarded as a useful, effective, and engaging tool in enhancing their English language skills. Furthermore, the overall responses indicate that students not only find *ChatGPT* beneficial for improving specific aspects such as vocabulary, grammar, pronunciation, and speaking confidence, but they also perceive it as a motivating and enjoyable platform that supports independent and flexible learning outside the traditional classroom setting. These findings suggest that integrating *ChatGPT* into English learning activities could significantly contribute to a more interactive, autonomous, and student-centered learning experience. However, it is important to note that limitations such as the lack of real-time emotional feedback, potential inaccuracies in responses, and the need for digital literacy should be addressed to ensure optimal and responsible use.

B. Discussion

Based on the questionnaire completed by 69 students from classes X-G and X-H at Madrasah Aliyah Negeri Purworejo, it was found that the majority of students have a positive perception of using *ChatGPT* for learning English. Most students agreed or strongly agreed that *ChatGPT* helps improve their understanding of vocabulary, corrects grammar errors, enhances speaking skills, and supports better pronunciation. These findings indicate that *ChatGPT* functions effectively as a supplementary tool in strengthening students' basic English language competencies. In terms of motivation and learning engagement, several students reported feeling more enthusiastic and found English learning to be more enjoyable with the integration of *ChatGPT*. This suggests that AI-based technology has the potential to create a more interactive and student-friendly learning environment, which may reduce boredom and increase learner autonomy.

From a technical perspective, most students stated that *ChatGPT* is easy to access and provides quick and understandable responses. However, a number of students

expressed uncertainty or hesitation, which may reflect limited digital literacy, lack of prior experience with AI tools, or concerns about the accuracy of responses. This highlights the importance of guiding students in using such technology critically and responsibly.

Regarding student preferences, while many expressed interest in continuing to use *ChatGPT*, some still favored traditional learning methods and face-to-face interaction. These differences may be influenced by individual learning styles, previous exposure to technology, or comfort levels with human communication versus digital tools. Therefore, integrating *ChatGPT* should be seen as a complementary resource, not a replacement for teachers, and should be adjusted to fit diverse learner needs and contexts.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The findings of this study indicate that students generally have positive perceptions of using *ChatGPT* for learning English. Most students agreed that *ChatGPT* supports various aspects of language learning, including vocabulary development, grammar improvement, pronunciation, speaking skills, and learning motivation. Its interactive features and easy accessibility encourage independent learning beyond the classroom.

ChatGPT was also viewed as an enjoyable and effective tool that made learning more engaging and less monotonous. Immediate feedback and ease of use were key advantages that helped students learn more efficiently.

Despite these strengths, a few students expressed doubts or faced challenges, such as technical issues and the need to verify *ChatGPT*'s responses. This highlights the importance of using *ChatGPT* with proper guidance.

In conclusion, *ChatGPT* has strong potential as a complementary tool in English learning. When integrated thoughtfully and supported by teachers, it can enhance student autonomy, foster motivation, and enrich the overall learning experience.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about

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