

THESIS

THE STUDENTS' AND TEACHER'S PERCEPTION ON THE USE OF CHAT GPT IN THE TEACHING AND LEARNING PROCESS AT THE TWELFTH GRADE OF MAN 2 BANYUWANGI IN THE ACADEMIC 2024/2025



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BLOKAGUNG BANYUWANGI
2025**



DEGREE PREREQUISITES

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THESIS

Presented to Faculty of Tarbiya and Teachers Training
Universitas KH. Mukhtar Syafaat
In a Partial Fulfillment of the Requirement for the Degree of Strata 1
In English Education Department (S.Pd.)

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BLOKAGUNG BANYUWANGI
2025**

ADVISOR APPROVAL SHEET

Thesis title:

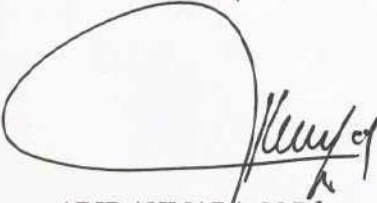
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CHAT GPT IN THE TEACHING AND LEARNING PROCESS AT THE
TWELFTH GRADE OF MAN 2 BANYUWANGI IN THE ACADEMIC
2024/2025

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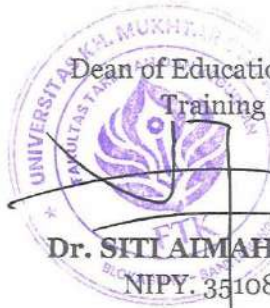
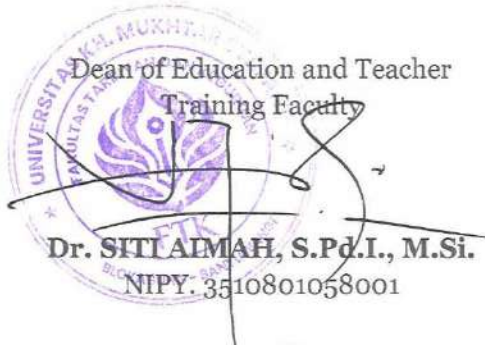
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MOTO AND DEDICATION

“Learning is a journey, not a destination.”

I dedicate this thesis to my family for their endless support and encouragement throughout this journey

To my mentors and teachers, whose guidance and wisdom have been a light in my quest for knowledge.

To my friends and colleagues, who inspire and motivate me with their passion and dedication.

With deepest gratitude to those who believed in me when I doubted myself.

DECLARATION OF AUTHENTICITY OF THESIS

Bismillahirrohmanirrohim Here with I am:

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Declare that:

1. This Thesis has never submitted to any other education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Banyuwangi, 30 June 2025

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ABSTRAK

Naila Ummil Khoir. 2025. Persepsi Siswa dan Guru terhadap Penggunaan Chat GPT dalam Proses Pembelajaran di Kelas XII MAN 2 Banyuwangi pada Tahun Akademik 2024/2025. Skripsi. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiya dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Pembimbing: Adib Ahmada, M.Pd.

Kata Kunci: Persepsi, ChatGPT, Pembelajaran Bahasa Inggris, Manfaat, Tantangan

Penelitian ini mengkaji persepsi guru dan siswa kelas XII MAN 2 Banyuwangi terhadap penggunaan ChatGPT dalam pembelajaran bahasa Inggris. ChatGPT didefinisikan sebagai model bahasa berbasis kecerdasan buatan (AI) yang dikembangkan oleh OpenAI, mampu memahami dan menghasilkan teks menyerupai manusia, serta digunakan sebagai media pembelajaran untuk membantu memahami materi, menyelesaikan tugas, dan mempersiapkan ujian. Penelitian ini menggunakan metode deskriptif kualitatif dengan desain studi kasus sederhana. Responden terdiri dari satu guru bahasa Inggris dan 34 siswa kelas XII (9 laki-laki dan 25 perempuan) yang telah menggunakan ChatGPT dalam proses belajar. Data dikumpulkan melalui wawancara dengan guru dan kuesioner terbuka daring kepada siswa.

Hasil penelitian menunjukkan bahwa guru memandang ChatGPT bermanfaat dalam menyiapkan materi secara efisien, meningkatkan kreativitas, serta mengubah metode mengajar menjadi lebih berpusat pada siswa. Namun, terdapat tantangan seperti akurasi informasi, risiko ketergantungan, dan isu etika seperti plagiarisme. Siswa menilai ChatGPT mempermudah pemahaman materi, penyelesaian tugas, dan persiapan ujian, serta meningkatkan motivasi belajar, meskipun beberapa mengalami kebingungan akibat jawaban yang kurang tepat atau jelas. Secara keseluruhan, integrasi ChatGPT dalam pembelajaran bahasa Inggris berdampak positif terhadap pengalaman belajar, namun memerlukan panduan penggunaan yang etis dan peningkatan literasi digital.

ABSTRACT

Naila Ummil Khoir. 2025. The Student and Teacher's Perception on The Use of Chat GPT in The Teaching and Learning Process at The Twelfth Grade of MAN 2 Banyuwangi in The Academic 2024/2025. Thesis. English Education Department. Faculty of Tarbiya and Teachers Training Universitas KH. Mukhtar syafaat (UIMSIA) Blokagung Banyuwangi. Advisor: Adib Ahmada,M.Pd.

Keywords: Perception, ChatGPT, English Language Learning, Benefits, Challenges

This study examines the perceptions of a teacher and twelfth-grade students at MAN 2 Banyuwangi regarding the use of ChatGPT in English language learning. ChatGPT is defined as an artificial intelligence (AI) language model developed by OpenAI, capable of understanding and generating human-like text, and used as a learning medium to assist in understanding materials, completing assignments, and preparing for exams. The research employed a qualitative descriptive method with a simple case study design. The respondents consisted of one English teacher and 34 twelfth-grade students (9 male and 25 female) who had experience using ChatGPT in the learning process. Data were collected through an interview with the teacher and an open-ended online questionnaire for the students.

The findings reveal that the teacher perceived ChatGPT as beneficial for preparing materials efficiently, enhancing creativity, and shifting instructional methods toward a more student-centered approach. However, challenges were identified, including information accuracy, the risk of over-reliance, and ethical concerns such as plagiarism. Students considered ChatGPT helpful for understanding lessons, completing assignments, and exam preparation, as well as increasing learning motivation, although some encountered confusion due to unclear or inaccurate answers. Overall, integrating ChatGPT into English language learning had a positive impact on the learning experience, yet requires ethical usage guidelines and improved digital literacy.

FOREWORD

بسم الله الرحمن الرحيم

Writer gratitudes to Allah Almighty, who has given us mercy and blessing. Praise and greetings are continuously poured out to the Prophet Muhammad shalallahu 'alaihi wa salam, who has perfected morality and is the best role model.

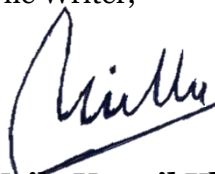
The gratitude and appreciation are addressed to:

1. Dr. H. Ahmad Munib Syafa'at, Lc. M.E.I. the Rector of Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi
2. Dr. Siti Aimah, S.Pd.I., M.Si. as the Dean of the Faculty of Tarbiya and Teachers Training.
3. Mr. Ahmad Faruk, M.Pd. as the Head of English Education Department.
4. Adib Ahmada, M.Pd., as my advisor, gave me sincere advanced available guidance during the preparation and completion of the thesis.
5. For my parents, siblings, friends, colleagues, and everyone who supported and prayed for me.
6. For myself, I always try harder and get back up for many times.

May Allah reward you for your kindness, for the best reward of kindness, Amen.

Banyuwangi, 30 June 2025

The Writer,



Naila Ummil Khoir

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CHAPTER I

INTRODUCTION

1.1 Research Background

English is a global language that plays a vital role in various aspects of modern life. It is recognized as an international language spoken by more than one billion people and serves as the official language in 53 countries. According to the British Council (2020), approximately two billion individuals worldwide are currently learning English. This highlights the importance of English as a means of international communication and a gateway to global knowledge and opportunity.

In the field of education, English functions not only as a tool for international communication but also as a key to accessing scientific literature, particularly in the fields of science and technology Agasi (2022). The integration of technology in English language learning has become increasingly significant in today's educational landscape. Technology enhances the learning process by providing access to a variety of online resources, including digital courses, websites, applications, and multimedia materials. It also facilitates interactive learning through educational software and applications that support the development of listening, speaking, reading, and writing skills. Furthermore, features such as automatic grammar correction and pronunciation assistance enable learners to identify and correct their mistakes more efficiently Alwiyah & Sayyida (2020).

At MAN 2 Banyuwangi, both teachers and students have begun incorporating artificial intelligence (AI) tools, including ChatGPT, into their English learning activities. Teachers use ChatGPT to assist in creating English learning materials, modules, and assessments such as quizzes and daily tests. Students also utilize a range of AI tools such as ChatGPT, DeepSeek AI, Gemini AI, and Meta AI. However, based on preliminary interviews conducted with several teachers and students, ChatGPT appears to be the most commonly used tool among them due to its versatility and user-friendliness in assisting English learning.

The decision to conduct this research at MAN 2 Banyuwangi is based on the school's progressive use of AI technologies in its teaching practices. In particular, twelfth-grade students at the school have used ChatGPT to translate texts

between Indonesian and English, compose short essays, and receive feedback on grammar and sentence structure. This indicates the growing role of ChatGPT as a practical and interactive tool in enhancing students' English proficiency.

Understanding students' and teacher's perceptions of ChatGPT is crucial in determining its effectiveness and identifying potential challenges. While ChatGPT offers benefits such as personalized assistance and increased engagement, it may also raise concerns related to overreliance on technology, accuracy of generated content, and academic integrity (Kasneci,E., Sessler,K., Betschrt,L., & Kasneci, G. (2023). Therefore, investigating how teachers and students perceive its use in the classroom will provide insights into its strengths and limitations as an educational tool. Moreover, some educational institutions remain hesitant to adopt AI technologies due to ethical concerns, risks of plagiarism, and doubts about content reliability (Zawacki-Richer, O., Marin, V.I.Bond,M., & Gouverneur,F., 2020). This study aims to address these concerns by exploring practical solutions and offering policy recommendations.

The findings are expected to a pedagogically sound support schools, teachers, and education stakeholders in optimizing AI integration in and ethical manner.

In conclusion, this research is not only relevant to MAN 2 Banyuwangi but also holds potential value for other educational institutions interested in adopting AI-based learning tools. It contributes to the growing body of knowledge on the integration of emerging technologies in language education and provides a foundation for further research and policy development in this field.

1.2 Research Problem

This study is guided by the following research questions:

1. What are the teacher's perceptions regarding the use of ChatGPT in the teaching and learning process in twelfth-grade English classes at MAN 2 Banyuwangi?
2. What are the students' perceptions of the use of ChatGPT in English learning process at MAN 2 Banyuwangi?

1.3 Research Objective

The objectives of this study are:

1. To explore the perceptions of an English teacher regarding the use of ChatGPT in the teaching and learning process for twelfth-grade students at MAN 2 Banyuwangi, including the perceived benefits, challenges, and its influence on instructional practices.
2. To examine students' perceptions of ChatGPT in the English learning process at MAN 2 Banyuwangi, focusing on their learning experiences, engagement, and perceived effectiveness of the tool in supporting English language skills.

1.4 Research Significances

1.4.1 Theoretical Benefits

This study is expected to contribute to the development of theoretical knowledge in the field of educational technology, particularly in the application of artificial intelligence (AI) in language education. The findings may provide insights into how ChatGPT can support students' understanding of English, improve critical thinking, and encourage independent learning. Furthermore, the research can serve as a foundation for future studies exploring the pedagogical integration of AI tools in classroom instruction

1.4.2 Practical Benefits

Practically, the results of this study may serve as a valuable reference for English teachers, especially those at MAN 2 Banyuwangi, in utilizing ChatGPT effectively to enhance teaching and learning. It may also help students maximize the educational potential of AI tools to improve language proficiency and academic performance. Additionally, the study offers relevant insights for school administrators and policymakers in developing ethical and strategic approaches to integrating AI technologies into the curriculum, ensuring a balance between innovation and pedagogical integrity

1.5 Research Limitation

This study is limited to the perceptions of English teachers and twelfth-grade students at MAN 2 Banyuwangi regarding the use of ChatGPT in the English teaching and learning process. The participants include English teachers who actively implement ChatGPT in classroom activities and students who have used the tool as part of their learning experience.

Teachers' perceptions in this study are explored in terms of three main aspects: the perceived benefits of using ChatGPT in teaching, the challenges encountered during its implementation, and its influence on instructional strategies. Meanwhile, students' perceptions are examined based on their experiences using ChatGPT, their engagement in the learning process, and their views on the tool's effectiveness in enhancing English language learning.

The scope of ChatGPT usage discussed in this study is confined to educational contexts, such as searching for explanations of learning materials, completing assignments, summarizing texts, and engaging in subject-related discussions. This study does not address the use of ChatGPT outside of formal educational settings (e.g., personal, social, or entertainment use).

1.6 Definition of Terms

To ensure clarity and consistency in this study, the following key terms are defined:

1. Perception

Perception refers to the process by which individuals interpret and make sense of sensory information based on their prior experiences, emotions, and cognitive understanding (Fieldman, 1999). In this context, it relates to how teachers and students interpret their experiences using ChatGPT in learning activities.

2. Teaching and learning

The teaching and learning process is a structured interaction between teachers and learners aimed at achieving educational objectives. It involves the educator's delivery of knowledge, the development of skills, and the fostering of values through instructional methods and strategies (Brown, 2007; Schunk, 2012). This study specifically focuses on the integration of AI tools within English language instruction.

3. ChatGPT

ChatGPT is an AI-powered language model developed by OpenAI, capable of understanding and generating human-like text. Launched in 2022, it is widely used for a variety of purposes, including writing assistance, language translation, and educational support (Dwivedi, Y. K., Hughes, D. L., Baabdullah, A. M., et al., 2023). In this study, ChatGPT is examined as a tool used by teachers and

students to enhance English language teaching and learning (Kasneci, E., Sessler, K., Kühl, N., et al. (2023)).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review Theoretical

2.1.1 Perception

Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions. Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Erin, & Maharani, 2018). Otter (in Ghadirian, Ayub & Salehi (2017) described perception as a process of actions for acquiring information. That acquisition can stem from the environments to which students are exposed. Another definition from Nugroho (in Saifuddin, 2020) perception is a process that starts from the use of the five senses in receiving a stimulus, then it is organized and interpreted so that it has an understanding of what is sensed. Fieldman (1999) stated that perception is a constructive process by which we go beyond the stimuli that are presented to us and attempt to construct a meaningful situation. Whereas Morgan (1987) stated that perception refers to the way the work, sound, feel, tastes, or smell. In other works, perception can be defined as whatever is experienced by a person. According to Rahmat (in Arifin, Fuady & Kuswarno, 2017) perception is about objects, events, or relationships obtained by inferring information experience interpreting messages. According to Sugihartono (in Arifin, Fuady & Kuswarno, 2017) perception is the ability of the senses to translate stimulus or the process to translate stimulus into human senses. In 8 human perception, there is a difference in sensing something that is good or positive perception and negative perception that will affect the human action. From the definition above, it can be concluded that perception arises based on experience and feeling of each individual. Perception is a response owned by each individual through the process of sensing.

The development of ai in english has made rapid progress in recent years, there are several new trends and innovations that utilize ai to help master english, one of the technologies that can be used is gpt chat. gpt chat can be

used as a conversation practice partner, grammar correction and explanation of English concepts. GPT chat can provide instant feedback and grammar correction (Kohnke et al., 2023)

2.1.2 The benefits of using chat GPT

The integration of chat GPT in education has garnered significant attention due to its potential to transform traditional teaching and learning methods. One of its primary advantages is personalized learning (Zhai, 2022). Chat GPT functions as a virtual tutor, providing tailored explanations that accommodate individual student needs, thereby addressing varying learning paces within classrooms. Additionally, it offers 24/7 academic support, allowing students to clarify complex concepts outside school hours (Kasneci et al., 2023).

For teachers, chat GPT enhances time efficiency in instructional preparation. Cotton et al. (2023) found that this AI tool assists in generating quizzes, lesson plans, and presentation materials, enabling educators to focus more on student engagement. In language learning, chat GPT has proven particularly useful for conversation practice, translation, and grammar checks, offering substantial benefits for non-native speakers (Kohnke et al., 2023).

The impact of chat GPT on student engagement is equally notable. According to Rudolph et al. (2023), it can stimulate creativity by generating innovative ideas for projects or classroom discussions. Open AI (2023) further highlights its role in facilitating peer collaboration through instant feedback and discussion prompts. However, UNESCO (2023) cautions that chat GPT implementation requires clear ethical guidelines to mitigate risks such as plagiarism and over-reliance on AI-generated content.

2.1.3 The challenges of using chatGPT

The use of ChatGPT in education offers various benefits, such as helping students access information quickly and supporting independent learning. However, many teachers face challenges in effectively integrating this technology into the learning process. Some educators feel underprepared in terms of both technological proficiency and pedagogical knowledge, which limits its optimal use.

of ChatGPT in classrooms (Hockly, 2023; British Council, 2024). Furthermore, the ease with which students can use ChatGPT to complete assignments raises concerns about plagiarism and diminished academic integrity, as it becomes increasingly difficult to distinguish between original student work and content generated by AI (Turnitin, 2023).

In addition to technical and ethical concerns, there are also significant pedagogical challenges. ChatGPT cannot provide personalized feedback or adjust teaching strategies based on students' emotional and developmental needs. Therefore, the role of the teacher as a learning facilitator who provides guidance and direction remains essential (Nguyen, 2023; Boud & Dawson, 2023). Without adequate training and a clear understanding of how to implement AI effectively, the presence of ChatGPT risks undermining the teacher's role in fostering students' critical thinking skills and character development. As a result, teachers must be equipped with strong digital literacy and adaptive teaching strategies to ensure that this technology complements, rather than replaces, the essential functions of the educator.

2.1.4 The Impact on Instructional Method

Instructional methods play a central role in determining the effectiveness of the learning process. Research shows that variations in instructional approaches—such as problem-based learning, cooperative learning, and digital technology-based methods—have a significant impact on student learning outcomes (Slavin, 2019; Prince, 2004). As technology evolves and the demands of the 21st century shift, teachers are required to adapt their teaching methods to be more interactive, collaborative, and student-centered. This not only increases students' engagement in learning but also strengthens their conceptual understanding and critical thinking skills.

On the other hand, the shift in instructional methods also has a significant impact on teachers. They are no longer merely conveyors of information but also act as facilitators, instructional designers, and motivators (Darling-Hammond et al., 2017). This transformation requires teachers to enhance their professional competencies, including mastery of technology, curriculum

design, and formative assessment strategies. Therefore, training and ongoing professional development are essential to ensure the successful implementation of innovative instructional methods. In conclusion, the impact of instructional methods is twofold: they improve student learning outcomes while simultaneously requiring continuous adaptation and capacity building from teachers.

2.1.5 The Experience

Since 2022, various empirical studies including multidisciplinary research, surveys, and qualitative observations have shown that students engaged in English language learning perceive ChatGPT as an effective learning partner. The tool is capable of providing adaptive feedback, increasing learning motivation, and accelerating the understanding of language materials. For example, Afkarin et al. (2024) found that students majoring in English Education who actively used ChatGPT demonstrated higher levels of learning motivation and Grade Point Average (GPA) compared to those who did not use the tool. In addition, research conducted by Bin-Hady et al. (2024) revealed that the use of ChatGPT had a positive impact on the development of students' social-emotional learning. Students reported feeling more confident in communication, better able to manage anxiety when using English, and more actively engaged in dialogue. However, the researchers also noted that using ChatGPT without proper guidance could lead to a decline in students' creativity. A systematic review conducted by *Smart Learning Environments* (2024) reinforced these findings, stating that students felt more motivated due to ChatGPT's clear and accessible explanations. Furthermore, ChatGPT was found to be effective in explaining grammar, expanding vocabulary, and supporting the processes of writing and editing English texts.

Despite its many benefits, the use of ChatGPT in English language learning also presents several challenges. Zakiyah (2024) found that only around 12% of students actively used ChatGPT to practice their speaking skills. Most students primarily used it to improve grammar, enhance vocabulary, and construct sentences. This suggests that the potential of ChatGPT to improve oral

communication skills has not yet been fully realized. In addition, Bin-Hady et al. (2024) emphasized the critical role of teachers in guiding the use of ChatGPT to ensure that it supports rather than hinders students' creativity and emotional development. A recent study published by MDPI (2024) highlighted that students often struggle to design effective prompts when interacting with ChatGPT. Therefore, there is a need for digital literacy training that includes prompt-writing strategies, the ability to evaluate the accuracy of information, and critical reflection on AI-generated responses. These findings indicate that, for the optimal integration of ChatGPT in English language learning, it must be thoughtfully embedded into the curriculum—supported by well-designed tasks that foster creativity, critical thinking, and active speaking skills.

2.1.6 The Engagement

According to Zhang & Lin (2024), ChatGPT can adjust the language style and level according to the student's ability. This allows for deeper engagement as the material feels relevant and accessible. Student engagement is one of the key factors in the success of the learning process. In the context of English language learning, this engagement includes active participation in speaking, writing, reading and listening exercises. With the advancement of artificial intelligence (AI) technology, particularly through tools such as ChatGPT, a new approach to improving student engagement is emerging. ChatGPT, as an AI-based language model, enables text-based interactions that resemble human conversations. This opens up opportunities to support English learning in a more dynamic and personalized way.

2.1.7 Perceived effectiveness

Students are satisfied with the use of ChatGPT as it speeds up the learning process and provides personalized explanations. However, this perception remains dependent on the level of digital understanding, information literacy skills, and support from the teaching staff (Khan et al., 2023). ChatGPT was rated as effective by students in supporting learning, particularly in helping to understand material, improving writing skills and providing support for independent learning. However, this effectiveness depends

on how it is used and students' understanding of the limitations of the technology. Therefore, it is important to integrate the use of ChatGPT with learning approaches that emphasize critical thinking, digital ethics and guidance from teachers.

2.1.8 Teaching and Learning Process

The Teaching and Learning Process is a series of interactions between educators and learners aimed at transferring knowledge, skills, and values. This process involves various methods, strategies, and learning media to create an effective and meaningful learning experience.

In this process, educators act as facilitators who not only deliver material but also guide, motivate, and assess the progress of learners. Meanwhile, learners are expected to actively engage in understanding, processing, and applying the acquired knowledge in real-life situations.

The Teaching and Learning Process can take place in various forms, such as face-to-face classroom learning, online learning, blended learning, or other learning models that adapt to modern needs. This process is also supported by various educational media and technologies, including books, videos, simulations, and interactive digital platforms.

The success of the Teaching and Learning Process is greatly influenced by the active involvement of learners, the relevance of the material to their needs, and continuous evaluation to measure learning effectiveness. With the right approach, this process can produce individuals who think critically, creatively, and are prepared to face real-world challenges.

2.1.9 Technology in the teaching and learning process

Technology has brought about a major transformation in the field of education, changing the way teachers teach and students learn. The use of technology in education has become a trend that leads to Technology also provides new ways to evaluate and monitor student progress. Learning management systems and assessment software allow teachers to provide instant feedback, giving a more accurate picture of students' individual needs. Monitoring learning data can help teachers and

administrators make better decisions in improving the effectiveness of teaching methods. The role of technology in the learning process The role of technology in learning has become a critical element in changing the way we access, deliver and process information. Various technologies have played an important role in the modern educational context, bringing significant positive impacts (norpin 2024). According to Prensky, M ad Bates, A. W outlines several aspects of the role of technology in learning: Accessibility and Flexibility: Technology provides wider access to educational resources without geographical restrictions. Through online platforms, students can access materials.

2.1.10 The development of AI in teaching and learning process

The development of artificial intelligence (AI) in the learning process has brought significant changes to teaching and learning methods at various levels of education. AI is able to provide a personalized learning experience by adapting materials and learning pace to each student's needs. AI-based learning systems can analyze student performance data in real-time and provide quick feedback and appropriate recommendations, thus improving the effectiveness and efficiency of the learning process (Chen et al., 2021). In addition, AI technologies such as chatbots and virtual assistants also facilitate interaction between students and teachers, even outside of class hours, which in turn can enrich the learning experience and expand access to education.

The implementation of AI in education is not only limited to the personalization of learning, but also extends to the automation of administrative and evaluation tasks, thus reducing the workload of educators and allowing them to focus more on developing innovative teaching methods (Kumar & Rose, 2022). Furthermore, AI is also used to develop adaptive learning models that are able to recognize patterns of student learning difficulties and provide timely interventions. However, this development also demands special attention regarding the ethical use of data and the development of inclusive technologies so as not to create a digital divide among learners (Li et al., 2023). Thus, AI has

the potential to be a powerful tool in supporting educational transformation in the current digital era.

2.1.11 Chat GPT

The *Artificial Intelligence* (AI) technology Chat GPT is a fast- growing technology that reached 1 million users within 2 days of its release. Indonesia ranks 3rd after America and India with 5.99 percent. Chat GPT was developed as a deep learning model and is designed to accurately understand the user's intentions and expectations. Chat GPT can be used in generating text in a generative way. That is, the model is able to generate text that is relevant to the context of the conversation. In addition, Chat GPT is trained with large enough data so that various fields, such as customer service, content creation, and application development.

ChatGPT is OpenAI's Generative Pre-trained Transformer-based AI chatbot launched since November 2022. It is capable of generating natural conversational text, understanding user content, and supporting multiple languages. It is trained through big data and human learning (RLHF), and can be used to answer questions, write, translate, and code. Despite being smart, ChatGPT is not self-aware, can provide misinformation, and has limitations in human understanding

Chat Gpt offers many possibilities, and this tool can be a good assistant for learners. Learners are allowed to use this tool to understand and solve complex problems. For learners who prefer experimental and hands-on learning, chat gpt is an excellent platform to achieve this (Rudolph 2023). The chat gpt model can be a professional tutor for developing language skills, prograthen given explanations, solutions, and other suggestions. Therefore, learners receive interactive help from chat gpt anytime and anywhere. mming, report writing, project management, and technical report writing. More interestingly, learners can argue with chat gpt about

2.2 Previous Studies

N O.	Name, year, research Title	OJS article link, Journal/Thesis Name, PT Name	Research Objectives	Research Methods	Result/ Conclusion	Friendship	Difference
1.	Dr. MANOLI TO BADA BASILIO, (2023). Teachers' Perspectives on Integration Chat GPT in Classroom Teaching and Learning	aims to provide valuable insights into teachers' experiences, perceptions, and thoughts regarding the integration of Chat GPT into the teaching and learning process	This research is based on a qualitative research framework, which uses a phenomenological approach to explore teachers' perspectives on the integration of Chat GPT in classroom teaching and	There was only one participant (Teacher F) who admitted to using Chat GPT in classroom teaching.	Teachers' perceptions and thoughts on the integration of Chat GPT into the teaching and learning process	The researcher analyzed Teacher's responses along with other participants' perspectives to identify common themes, similarities, and differences in their perceptions	Teachers' perceptions and thoughts on the integration of Chat GPT into the teaching and learning process

			learning.			and experiences	
2.	Khoso, F.J., Ali, N., Aslam, N., & Imran, M., (2023). Student Use of Chat-GPT and AI Tools: Student and Teacher Perspectives	https://doi.org/10.62681/sypubhisers.scep/2/2	This research aims to thoroughly investigate the utilization of Chat GPT and AI Tools, providing insight into the viewpoints of students and teachers in an ever-changing educational environment.	Used a qualitative research approach, conducting twelve interviews. Six interviews were conducted, which involved university teaching staff and the other four involved	This study highlights the use of ChatGP T and AI Tools by university students. Students use these tools for note-taking, assignment Writing.	Researchers used a qualitative research approach by conducting teacher and student interviews	Involve interview university staff

3,	Allali,S. , &El Ghuati, A. (2025). TheEFL Classro om: Teacher Percepti onsand Intentio ns to Use ChatGP T For language	https://revues.imist.ma/index.php?journal=JALCS	aims to investig ate how EFL teachers perceive ChatGPT and their intention into include itin their teaching	This study useda sequential mixed methods approach toexplore EFL teachers' perceptions of ChatGPT and their Intentionsto include it in their courses.	results obtained from the data, this paper finds that most respond ents find ChatGP T useful andthat perceive d easeofus is positivel y correlate d with perceive d usefulns s.	Investig ating how EFL teacher s perceiv e Chat GPT,teach er s'perceptio ns of ChatGP on the process	Explori ng EFL teacher s' percept ions of ChatGP T and incorpo rating it into the .
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4.	Ferdy Carina Arguello, Jairo Enrique Martínez Banda², Monica Isabel Chamorro³, Audy Bravo Jimenez⁴, Liliana Alvarez, ANALYSIS OF TEACHERS' PERCEPTION USE AND IMPACT	This study seeks to analyze teachers' perceptions of the use and impact of ChatGPT in the contemporary education environment.	A	A quantitative approach was used with a descriptive study analyzing data obtained through measuring instruments such as surveys applied to teachers of various careers in different HEIs at the international level, where SPSS Statistics was used as the basis of	It was revealed that resistance to change and new policies for the correct use of ChatGPT (ethics) should be an exercise	Teachers' perceptions of the use and impact of ChatGPT in Settings.	Teachers' perceptions of the use and impact of ChatGPT in contemporary educational setting
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				data analysis.			
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5	Nagata Zamzami1 Erwin Hari Kurniawan2),wildan isasyar, (2024), STUDENTS' PERCEPTIONS IN USING GPT CHAT TECHNOLOGY-TOWARD STUDY ACTIVITIES	10.37081/ed.v12i2.5832	The purpose of this study was to determine the benefits and perceptions of students in the use of Chat- GPT Technology on learning activities.	This research uses qualitative methods. Numerical data was collected by distributing questionnaires using the help of google forms	To obtain data related to student perceptions in the use of Chat- GPT in learning activities . This research will be discussed into two parts, namely the benefits that students get from using	Use of Chat GPT on learning activities	students' perceptions in the use of Chat- GPT Technology on learning activities
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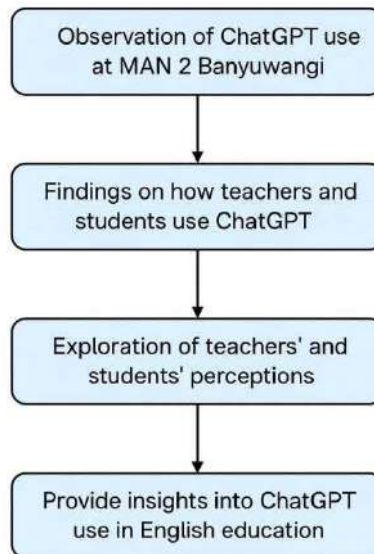
					Chat GPT and students' percepti o ns of the use of Chat GPT related to learning activities		
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2.3 Research Flow Of Thought

This research begins by observing the use of ChatGPT at MAN 2 Banyuwangi, where both an English teacher and students are already familiar with AI tools in the learning process, especially in English classes. From this observation, the researcher found that ChatGPT is used by an English teacher to assist in creating materials, quizzes, and assessments, while students use it to translate texts, write assignments, and improve their English skills.

Based on these findings, the researcher became interested in exploring how an English teacher and students perceive the use of ChatGPT in the classroom. Data were collected through interviews with twelfth-grade students and an English teacher. The collected data were then analyzed to identify common patterns, opinions, and experiences.

The goal of this research is to provide valuable insights into how ChatGPT can be effectively used in English teaching and learning. The findings are expected to assist teachers, schools, and policymakers in making informed decisions regarding the integration of AI tools in education.



CHAPTER III

RESEARCH METHODS

3.1 Research Design

This study used a descriptive qualitative method with a simple case study design. The purpose was to explore the perceptions of an English teacher and twelfth-grade students at MAN 2 Banyuwangi regarding the use of ChatGPT in the English learning process. The researcher focused on understanding their experiences, opinions, and challenges in using ChatGPT as a learning tool.

Data were collected through interviews only. The researcher interviewed one English teacher and several students who had experience using ChatGPT in their learning. The interviews helped the researcher to understand how ChatGPT was used in the classroom and how it affected teaching and learning activities.

This method was chosen because it allowed the researcher to explore the topic in depth, based on the direct experiences of the teacher and students. It also made it possible to describe their perceptions clearly and in their own words.

3.2 Location and Times Research

This research was conducted at MAN 2 Banyuwangi, located on Jalan KH. Wahid Hasyim No. 6, Genteng, Banyuwangi, East Java. The school was chosen as the research site because it had already implemented the use of AI tools, including ChatGPT, in its English teaching and learning activities. The research was carried out in June 2025 during the academic year 2024/2025.

3.3 Research Subject

The subjects of this study consisted of one English teacher and several twelfth-grade students from MAN 2 Banyuwangi. The student participants in this study consist of 34 students, comprising 9 male and 24 female students. The teacher had experience using ChatGPT in classroom instruction, while the students had used ChatGPT to support their English learning. They were selected based on their familiarity with ChatGPT and their willingness to participate in the interview process.

3.4 Data And Data Sources

The primary data in this study consisted of two English teachers' and 34 twelfth-grade students' perceptions of MAN 2 Banyuwangi regarding the use of ChatGPT in English learning. These perceptions were obtained through oral and written responses collected through interviews.

In qualitative research, data are typically gathered from participants' words, actions, and expressions to gain deep insight into their experiences (Flick, 2019). According to Braun and Clarke (2022), data sources in qualitative studies should reflect rich, descriptive accounts of participants' views to support thematic analysis and interpretation. Therefore, in this study, the teacher's spoken responses and students' written answers served as the main data.

3.5 Data Collection Procedure

The data collection in this study used two techniques: a phone interview with the English teacher and an open-ended online questionnaire for the students. These methods were chosen to accommodate the availability of participants while still ensuring the collection of meaningful data.

The researcher first contacted the English teacher to request permission for an interview. The interview was conducted via a phone call at a mutually agreed time. The researcher prepared open-ended questions in advance, and the Important points were also noted during the call. This method was chosen to create a comfortable and flexible interview experience while still capturing authentic responses (Knox & Burkard, 2020).

For student data collection, the researcher designed an open-ended questionnaire using Google Forms. The questionnaire consisted of several prompts related to their experience using ChatGPT in English learning, including its usefulness, difficulties faced, and their level of engagement. The questionnaire was distributed to students via their class communication group. This method allowed students to answer the questions thoughtfully and anonymously, which can enhance the quality of responses (Gray & Malins, 2022). Using open-ended questionnaires is a valid technique in qualitative research when direct interviews are not practical, as it still provides rich and reflective data (Tracy, 2020).

3.6 Research Validity

The data in this study were analyzed using qualitative data analysis techniques, following the model developed by Miles, Huberman, and Saldaña (2019). The analysis process consisted of three main steps: data reduction, data display, and conclusion drawing and verification.

First, the researcher conducted data reduction by selecting and simplifying the information obtained from the interview transcript and student questionnaire responses. This step aimed to focus on the most relevant data related to the research questions, such as the benefits, challenges, and effectiveness of ChatGPT in English learning.

Second, the reduced data were organized in the data display stage. The researcher grouped the findings into themes, such as “teacher’s perceptions,” “student experiences,” and “challenges in using ChatGPT.” The data were presented in a narrative format with supporting quotations from the participants. This step helped the researcher to see patterns and relationships in the data more clearly.

Finally, in the conclusion drawing and verification stage, the researcher interpreted the meanings of the findings and connected them to the theoretical framework and previous studies. To ensure the credibility of the conclusions, the researcher used member checking, allowing the teacher to verify the accuracy of the interpretation based on their interview.

According to Braun and Clarke (2022), qualitative data analysis should be iterative and reflexive, meaning the researcher actively engages with the data and reflects on the meaning behind participants’ responses. This process ensured that the analysis in this study was thorough, grounded in the data, and aligned with the research objectives.

3.7 Data Analysis

Data analysis for this study was conducted using qualitative data analysis techniques, specifically following the model developed by Miles, Huberman, and Saldaña (2019). The analysis process consisted of three main steps: data reduction, data presentation, and conclusion drawing and verification. Initially, the researchers conducted data reduction by selecting and simplifying information collected from interviews with

English teachers and responses from twelfth-grade students. This step focused on identifying the most relevant data related to the research questions, specifically regarding the benefits, challenges, and effectiveness of ChatGPT in English language learning.

In the subsequent data presentation stage, the reduced data was organized into thematic categories. The researchers grouped the findings into key themes, including "teacher perceptions," "student experiences," and "challenges in using ChatGPT." This thematic organization allowed for a clearer understanding of patterns and relationships within the data, as the findings were presented in a narrative format supported by direct quotes from participants. This approach facilitated a comprehensive view of how teachers and students perceived the integration of ChatGPT into the learning process.

Finally, in the conclusion drawing and verification stage, the researchers interpreted the meaning of the findings and connected them to theoretical frameworks and previous research. To enhance the credibility of the conclusions, member checking was used, allowing teachers to verify the accuracy of the interpretations based on their interviews. This iterative and reflexive approach ensured a thorough analysis aligned with the research objectives. The findings indicate that both teachers and students view ChatGPT as a valuable tool for enhancing English language learning, while also highlighting challenges such as concerns about information accuracy and ethical use. These insights contribute to a broader understanding of AI integration in educational contexts and provide a foundation for future research in this area.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Overview of Data Collection

This chapter presents the findings of the research based on the interview with one English teacher and responses from twelfth-grade students at MAN 2 Banyuwangi. Data were collected using two instruments: (1) a structured phone interview with the English teacher, and (2) open-ended online questionnaires distributed to students through Google Forms. The findings are grouped into three major themes: (1) benefits and experiences of using ChatGPT, (2) challenges and engagement, and (3) perceived effectiveness and its impact on teaching and learning.

4.2 Findings from the Teacher Interview

4.2.1 Benefits of Using ChatGPT

The teacher reported several benefits of using ChatGPT in lesson preparation. She noted that ChatGPT helped her generate ideas more efficiently, especially when she needed to create quizzes, short reading texts, or explanations for grammar topics. According to her, ChatGPT sparked creativity by suggesting new ways to present materials that were previously taught in a conventional way. For example, she used ChatGPT to design a grammar explanation in the form of a dialogue, which students found more engaging.

Additionally, the teacher mentioned unexpected benefits such as time-saving and emotional support. She expressed that having ChatGPT as an assistant reduced her workload and helped maintain her motivation as a teacher.

4.2.2 Challenges in Using ChatGPT

Despite the benefits, the teacher faced several challenges. One main issue was the accuracy of the information provided by ChatGPT. Sometimes the content needed to be re-checked and adjusted before it could be used. Another concern was ethical in nature—students often relied too heavily on ChatGPT and submitted AI-

generated content without modification, raising plagiarism concerns.

To address this, the teacher emphasized the importance of educating students about responsible AI use. She also noted that some students and parents initially expressed doubt about using AI for learning, fearing that it might reduce real learning effort. However, through continuous explanation and classroom demonstration, the resistance gradually decreased.

4.2.3 Impact on Instructional Methods

The use of ChatGPT significantly changed the teacher's instructional strategies. She reported shifting from being the sole provider of knowledge to acting more as a facilitator. Students were encouraged to explore topics with ChatGPT first and then discuss their understanding in class.

This change made classroom activities more student-centered and interactive. According to the teacher, students who were previously passive became more involved in discussions, especially when comparing answers from ChatGPT with teacher explanations. Thus, ChatGPT helped promote innovation in learning and encouraged higher student engagement.

4.3 Student Interview Findings

Twenty students participated in open-ended interviews. Their responses were categorized into three main themes.

4.3.1 Student Experiences

Most students reported using ChatGPT to complete homework, search for material summaries, and prepare for English exams. They used ChatGPT mostly at home, although some mentioned it was also used during class when guided by the teacher.

Students described the experience as helpful, especially when they were unsure about certain topics. However, some faced difficulties, such as unclear or overly complex answers from ChatGPT. A few students also mentioned that sometimes ChatGPT gave incorrect information, which confused them.

4.3.2 Engagement and Motivation

When asked about their engagement, many students said that learning with ChatGPT made topics more interesting and enjoyable. They liked how fast and interactive the responses were. Compared to traditional methods like reading textbooks or asking the teacher directly, students felt more excited and motivated to explore topics independently using ChatGPT.

Nevertheless, a few students expressed that they still preferred learning through discussions with their teacher, especially when they needed emotional encouragement or clarification in Bahasa Indonesia.

4.3.3 Perceived Effectiveness

Most students believed that ChatGPT made it easier to understand lessons, especially grammar, vocabulary, and reading comprehension. They appreciated how ChatGPT explained topics step by step and allowed them to ask follow-up questions.

When comparing ChatGPT with Google Search, many students preferred ChatGPT because it gave direct and clearer answers, while Google required more filtering. However, when comparing ChatGPT with their teacher, students agreed that both had strengths—ChatGPT was fast and available anytime, but the teacher provided more personalized feedback and motivation.

4.4 Discussion

The findings indicate that both teachers and students perceived ChatGPT as a helpful and innovative tool in English language learning. These results are consistent with previous research by Kohnke et al. (2023), who found that ChatGPT supports grammar learning and creative engagement in EFL classrooms. The teacher's shift toward student-centered learning also aligns with the findings of Darling-Hammond et al. (2017), who emphasized the evolving role of teachers as facilitators in AI-enhanced education.

Challenges such as information accuracy and ethical concerns reflect those reported by Hockly (2023) and UNESCO

(2023), who cautioned about over-reliance on AI and the risk of plagiarism. The study reinforces the importance of digital literacy and teacher guidance when integrating AI into classroom practices.

Students' preference for ChatGPT over Google Search is also supported by Khan et al. (2023), who stated that ChatGPT's conversational format helps increase learner satisfaction and retention. However, the continued value of human teachers, particularly in emotional and cultural contexts, highlights that AI should complement—not replace—traditional instruction.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aims to explore the perceptions of teachers of students of grade XII at MAN 2 Banyuwangi towards the use of ChatGPT in the English learning process. Using qualitative methods through interviews, this study found that teachers perceive ChatGPT as a useful tool in designing teaching materials, enhancing teaching creativity, and saving preparation time. ChatGPT also encourages a more student-centered learning approach, where the teacher acts as a facilitator.

Students also showed a positive response to the use of ChatGPT, especially in completing assignments, preparing for exams, and understanding difficult material. They find ChatGPT interesting, easy to use, and provides flexibility to learn independently.

However, both teachers and students recognize the challenges, such as inaccurate information, the risk of dependency, and ethical issues such as plagiarism. Therefore, digital literacy and clear usage guidelines are necessary for the integration of AI technologies in education.

5.2 Suggestions

Based on the results of this research, the following suggestions are proposed:

1. For Teachers

Teachers are encouraged to integrate ChatGPT into their teaching practices creatively and ethically. They should provide clear guidance to students on how to use AI tools responsibly, especially in distinguishing between support and academic dishonesty. Professional development or workshops on AI-based teaching tools may help enhance teachers' digital competencies.

2. For Students

Students should be trained to use ChatGPT as a learning aid, not as a substitute for thinking critically. They need to verify the information generated, reflect on the responses, and use AI outputs as part of their learning process rather than copying

answers. Promoting self-regulation and awareness about digital ethics is essential.

3. For Schools and Policymakers

Educational institutions should develop policies and digital literacy programs that promote responsible AI use in schools. Guidelines on ethical AI usage, especially in relation to plagiarism and information accuracy, must be clearly communicated to both teachers and students. Schools can also consider incorporating AI tools as part of modern learning infrastructure, provided that teacher roles remain central in facilitating learning.

4. For Future Researchers

Future studies could expand the participant scope by involving multiple teachers and schools, or applying mixed-method approaches to gain deeper insights. Researchers may also examine the long-term impact of AI-assisted learning on student outcomes and compare it with other digital AI tools in language education.

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HISTORY LIST LIFE



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APPENDICES

APPENDIX 1: Guidance Card

APPENDIX 2: Certificate of Having Conducted Research

APPENDIX 3: Certificate of Plagiarism

APPENDIX 1: Guidance Card

06/07/25, 11:39

SISTEM INFORMASI MANAJEMEN AKAD

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JUDUL THE STUDENTS AND TEACHERS PERCEPTION ON THE USE OF CHAT GPT IN THE TEACHING AND LEARNING PROCESS AT THE TWELFTH GRADE OF MAN 2 BANYUWANGI



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	01 Juli 2025	01 Juli 2025	10	acc
2	20242	15 Juni 2025	15 Juni 2025	bab 5	9
3	20242	01 Juni 2025	01 Juni 2025	bab 4	8
4	20242	01 April 2025	01 April 2025	ambili data penelitian	7
5	20242	15 Maret 2025	15 Maret 2025	persiapan penelitian	6
6	20242	06 Maret 2025	06 Maret 2025	Revisi bab 1-3	ke 5
7	20242	01 Maret 2025	01 Maret 2025	Bimbingan bab 3	4
8	20242	01 Februari 2025	01 Februari 2025	Bimbingan bab 2	3
9	20242	15 Januari 2025	15 Januari 2025	Bimbingan BAS 1	2
10	20242	01 Januari 2025	01 Januari 2025	Bimbingan judul	1

APPENDIX 2: Certificate of Having Conducted Research



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Yang bertanda tangan di bawah ini :

Nama : Drs. Saeroji, M.Ag.
NIP : 19680202 200112 1 003
Pangkat/Gol : Pembina Tk.I (IV/b)
Jabatan : Guru Ahli Madya dengan tugas tambahan sebagai Kepala
MAN 2 Banyuwangi

Menerangkan dengan sebenarnya :

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Jurusan : TADRIS BAHASA INGGRIS

Adalah mahasiswa Universitas KH. Mukhtar Syafaat yang telah selesai melaksanakan Penelitian dalam rangka penyelesaian Skripsi dengan judul "The students and teachers of the use Chatgpt and the teaching and learning of twelfth grade man 2 Banyuwangi in the academic 2024/2025" pada tanggal 26 Juli 2025 - 01 Agustus 2025.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Banyuwangi, 02 Agustus 2025
Kepala



Saeroji



Dokumen ini telah ditanda tangani secara elektronik
Token : CL7mdtboy

APPENDIX 3: Certificate of Plagiarism



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

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SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah Skripsi:

Nama : Naila Ummil Khoir
NIM : 2111221039
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)

Dengan Hasil : 19%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian skripsi.

Banyuwangi, 28 Juni 2025
Kaprodi Tadris Bahasa Inggris

Ahmad Purni, M.Pd.
NIP. 3151611058801

Keterangan:

*menggunakan aplikasi Turnitin.

INTERVIEW FOR TEACHERS

1. Dari pengalaman ibu/bapak manfaat apa saja yang dirasakan saat menggunakan ChatGPT dalam persiapan materi ajar?
2. Apakah ChatGPT membantu meningkatkan kreativitas /metode mengajar?contohnya?
3. Adakah manfaat tak terduga lainnya?
4. Kendala apa yang ibu/ bapak hadapi saat menggunakan ChatGPT?
5. Bagaimana mengatasi isu etika seperti plagiarisme atau ketergantungan berlebih siswa pada AI ?
6. Apakah ada penolakan dari pihak siswa/orang tua/sekolah? Ceritakan pengalaman tersebut.
7. Seberapa jauh ChatGPT mengubah strategi mengajar bapak/ibu?
8. Apakah ChatGPT mendorong inovasi pembelajaran?
9. Dampak apa yang terlihat pada peran guru(dalam hal penyampaian ilmu menjadi fasilitator) dan keterlibatan siswa (dalam diskusi lebih kites atau sebaliknya)?

INTERVIEW FOR STUDENTS

1. Ceritakan pengalaman spesifikmu menggunakan ChatGPT (contoh kegiatan ngerjain PR? Cari materi? Persiapan ujian?)
2. Situasi pakai sendiri atau disuruh oleh guru? Dirumah atau disekolah?
3. Apa hal tersulit/ tempat bingung saat memakai gemini? Missal bahasanya kurang jelas, jawabanya salah,dll?
4. Menurutmu belajar pakai ChatGPT membuat topik belajar lebih (menarik,menyenangkan,membingungkan?
5. Bisa pilih lebih dari satu jelaskan alasanya.
6. Dibandingkan cara belajar biasa (baca buku,tanya guru) apa ChatGPT bikin kamu lebih semangat belajar? Kenapa?
7. Setelah memakai ChatGPT apakah topik Pelajaran lebih mudah dimengerti
8. Kalau boleh membandingkan ChatGPT vs google mana yang lebih membantumu?
9. ChatGPT vs guru apa beda bantuanya?