

**THE STUDENT'S PERCEPTION OF USING CHATGPT TOWARDS
ENGLISH LANGUAGE LEARNING**

**(A Study at Fourth Semester Students of Social Sciences
Study UINFAS Bengkulu)**

THESIS



Arranged by:

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**ENGLISH EDUCATION STUDY PROGRAM
TADRIS AND TARBIYAH FACULTY
UIN FATMAWATI SUKARNO BENGKULU**

2025

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THESIS

**Submitted as Partial Requirements
For the Degree of *Sarjana Pendidikan* (S.Pd)
In English Department of UIN Fatmawati Sukarno Bengkulu**



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I hereby declare that my thesis entitled **"The Student's Perception of Using ChatGPT towards English Language Learning" (A Study at Fourth Semester Students of Social Sciences Study UINFAS Bengkulu)** is my own work or research and is not a plagiarism of the work of others. If in the future it is known that this thesis is the result of plagiarism, I am ready to be subject to academic sanctions.

Bengkulu, July 2025

Stated by,



Mohammad Hakamul Ulum .A

NIM. 2111230004

MOTTO

“Maka nikmat Tuhan manakah uang kamu dustakan?”

-Q.S Ar-Rahman: 13-

“Take small steps every day”

-Leigh Weingus -

“If I don’t have to do it, I won’t. If I have to do it, I’ll make it quick”

-Mohammad Hakamul Ulum A.-



DEDICATION

With gratitude and Love, this thesis is dedicated to:

- ❖ Allah SWT the almighty god, thank you for allowing me to live, I am nobody without you.
- ❖ My parents Sopian Tamimi mom and Zubaidah Bayan, thank you for all the love, care and affection over the years, thank you for always trying the best for me, without you this degree and all these achievements would never have been achieved.
- ❖ My sister, thank you for all the support, help and motivation for the researcher, and my brother.
- ❖ My first and second supervisors, Fera Zasrianita, M.Pd and Hanura Febriani, M.Pd. thank you very much for all the suggestions, corrections and ideas during the process of making this thesis.
- ❖ All lecturers of the Faculty of tarbiyah and tadrīs, thank you for everything that has been given to me.
- ❖ My typo family group (Siti Nur Azizah, Qeisyā Dwi Alparin, IISRA KURNIA, M. Farhan Mahesa, Tri Lestari) that has always supported each other since day one.
- ❖ Ahmad Choky Alamsya Hidayā who has support me in the process of making this thesis.
- ❖ Friends of TBI class of 2021 especially class A, many things we went through together, thank you for the time you have given.

- ❖ Last but not least to my very self thank you for surviving so far, many things have been passed, many wounds are still left behind, thank you for still choosing to live, for all the things that will happen next, you can pass through it.



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The researcher would like to express my sincere gratitude to Fera Zasrianita, M.Pd. as the first advisor and Hanura Febriani, M.Pd. as the second advisor who give me support, guidance for accomplishing this thesis. This goes to:

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2. Dr. Mus Mulyadi, M.Pd. as the Dean of the Faculty of Tarbiyah and Tadris UINFAS Bengkulu.
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6. Hanura Febriani, M.Pd. as the second advisor, valuable advice and motivation for researchers.

7. And for my almamater

Bengkulu, July 2025

Mohammad Hakamul Ulum A.



ABSTRACT

**Mohammad Hakamul : The Student's Perception of using
Ulum .A (2025) ChatGPT towards English
Language Learning (A Study at
Fourth Semester Students of Social
Sciences Study UINFAS Benakulu)**

**Advisor I : Fera Zasrianita, M.Pd
Advisor II : Hanura Febriani, M.Pd**

This study examines students' perceptions of using ChatGPT for English language learning among fourth-semester Social Sciences students at UINFAS Bengkulu. The research addresses concerns regarding ChatGPT's role in academic contexts, including its impact on learning autonomy, critical thinking, and ethical usage. Employing a descriptive qualitative method within the UTAUT2 framework, data were collected through in-depth interviews, observations, and documentation involving ten participants selected via purposive sampling. Findings reveal that students perceive ChatGPT primarily as a transactional efficiency tool for vocabulary acquisition, translation, and assignment completion. Despite recognizing limitations such as output inaccuracy (reported by 90% of respondents) and risks to creativity (acknowledged by 70%), pragmatic adoption persists due to its immediacy and usability. Key factors influencing usage include performance expectancy, peer influence, and hedonic motivation, though institutional guidance remains absent. The study concludes that while ChatGPT democratizes access to learning support, unregulated use risks fostering passive dependency. Recommendations include developing AI-integrated pedagogical frameworks, promoting critical digital literacy, and establishing institutional policies to balance technological utility with academic integrity.

Keywords : ChatGPT, Student Perception, English Language Learning, UTAUT2, Qualitative Study

ABSTRAK

**Mohammad Hakamul : Persepsi Mahasiswa dalam
Ulum .A (2025) Penggunaan ChatGPT terhadap
Pembelajaran Bahasa Inggris
(Penelitian pada Mahasiswa Semester
Empat Prodi Ilmu Pengetahuan
Sosial UINFAS Bengkulu)**

**Advisor I : Fera Zasrianita, M.Pd
Advisor II : Hanura Febriani, M.Pd**

Penelitian ini mengkaji persepsi mahasiswa terhadap penggunaan ChatGPT untuk pembelajaran bahasa Inggris di kalangan mahasiswa semester IV Ilmu Sosial UINFAS Bengkulu. Studi ini menanggapi kekhawatiran mengenai peran ChatGPT dalam konteks akademik, termasuk dampaknya terhadap otonomi belajar, pemikiran kritis, dan penggunaan etis. Dengan metode kualitatif deskriptif dalam kerangka UTAUT2, data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi yang melibatkan sepuluh partisipan terpilih melalui purposive sampling. Temuan mengungkapkan bahwa siswa memandang ChatGPT terutama sebagai alat efisiensi transaksional untuk pemerolehan kosakata, penerjemahan, dan penyelesaian tugas. Meski menyadari keterbatasan seperti ketidakakuratan output (dilaporkan 90% responden) dan risiko terhadap kreativitas (diakui 70%), adopsi pragmatis tetap terjadi karena kemudahan akses dan kegunaannya. Faktor kunci yang memengaruhi penggunaan mencakup harapan kinerja, pengaruh teman sebaya, dan motivasi hedonis, meskipun panduan institusional masih absen. Studi menyimpulkan bahwa meskipun ChatGPT mendemokratisasi akses dukungan belajar, penggunaan tanpa regulasi berisiko menumbuhkan ketergantungan pasif. Rekomendasi meliputi pengembangan kerangka pedagogis terintegrasi AI, promosi literasi digital kritis, dan penetapan kebijakan institusional untuk menyeimbangkan utilitas teknologi dengan integritas akademik.

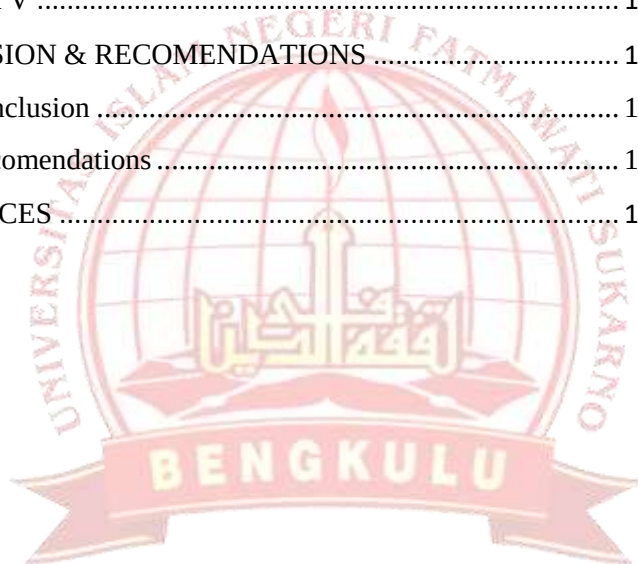
Kata Kunci : ChatGPT, Persepsi Mahasiswa, Pembelajaran Bahasa Inggris, UTAUT2, Studi Kualitatif

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