

# Students' Perception towards the Use of ChatGPT as a Tool for Learning English

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## ABSTRACT

This study aimed to explore students' perception towards the use of ChatGPT as a tool for learning English, particularly the Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). The study was conducted at a 10th-grade senior high school, SMA Negeri 1 Airmadidi, that involved 112 respondents. The research design was descriptive with a quantitative methodology. The instrument was a questionnaire with 16 items. The findings indicated that: (a) On average percentage, 75.65% of students have a positive perception of ChatGPT's usefulness. (b) Likewise, on average percentage 72.58% of students also show a positive perception about its ease of use. Thus, most of the students show a positive perception about ChatGPT's usefulness and ease of use as an English learning tool. Therefore, for recommendation: (a) Firstly, it tells teachers about students' positive perceptions of its usefulness and Ease of use. Therefore, it can be incorporated into education. (b) Secondly, ChatGPT is recommended for students to improve their learning process, particularly in English. (c), Lastly, the researcher or others can do additional research to see whether using ChatGPT improves students' English achievement and mastery.

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## 1. INTRODUCTION

The development and advancement of technology for years, has made it more beneficial for educational use. Technology gives both teachers and students quick access to a variety of educational resources, claims Kalyani (2024). Additionally, he also states that accessibility of the technology improves the educational process and enables students to explore a wide variety of data and views. Moreover, based on Solikhah (2023), the use of technology in learning, especially learning English, can help students to enhance their achievement in the subject. This is also supported by Omar (2022) who stated that, students can benefit from technology to learn English. Therefore, integrating technology in learning English can be beneficial for students to help them enhance their English skills.

One of the technologies that is used in education is ChatGPT. Kasneci et al. (2023) assert that, ChatGPT helps learners in enhancing language competencies including writing and vocabulary development. In addition to him, ChatGPT can assist with writing, research papers, and problem-solving, while also providing specific language proficiency. Hereinafter, Xuyen (2024), asserts views

from teachers' perspectives, found out that applying AI tools, like ChatGPT in EFL learning and teaching can help improve learners' English language knowledge and English language skills, enhance their motivation to learn English, and promote their autonomy. Therefore, this paper will introduce a learning tool of AI technology, particularly ChatGPT, which can enhance the efficiency and effectiveness of language acquisition, specifically in English, as students can utilize it as a resource for learning and as an aid in completing various English-related tasks.

### **Perception**

Perception is how people experience and interpret things around them based on their senses, past experiences, and the information they receive. According to Chaerani and Umpusinga (2024), perception is an individual's perspective on how to perceive events in their surroundings based on the information that they gather from their five senses. In other words, perception is how people experience and interpret things around them based on their senses, past experiences, and the information they receive. Perception can be divided into two distinct types such as positive and negative perception. Irwanto (1994) categorized perception findings into two distinct categories based on individuals' interactions with existing objects. The first type is positive perception. It is created by establishing a good appraisal of a certain object or information by responding positively to it. The second type is negative perception. It is a tendency to establish a bad appraisal of the perceived object, causing a biased and pessimistic comprehension of knowledge.

### **Technology Acceptance Model (TAM)**

In this study, the researcher intends to explore student's perception towards the use of ChatGPT as a tool for learning English language especially their perception towards its usefulness and ease of use. In examining students' perception, the researcher applied the theory called Technology Acceptance Model (TAM), that is created by Fred Davis in 1989, that explains how users adopt new technology based on two main factors: Perceived Usefulness (PU), and Perceived Ease of Use (PEOU). However, as Davis showed in Chen et al. (2013), the original TAM is made up of five components: Perceived Ease of Use (PEOU), Perceived Usefulness (PU), Attitude Toward Using (ATU), Behavioral Intention to Use (BI), and Actual System Use (AU). Nevertheless, the researcher only applied the two main factors which were Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) in creating the questionnaire. In conclusion, TAM by Davis (1989) is a widely used framework for understanding how individuals adopt new technologies. It emphasizes two key factors: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), which help predict user acceptance and satisfaction with technology.

According to Na et al. (2022), Perceived Usefulness (PU) refers to the degree to which the individual believes that using a new technology will enhance their own performance. In other words Perceived Usefulness (PU) defined as the level to which an individual believes that utilizing a specific technology will improve their performance at work or increase the effectiveness of a task. Meanwhile, based on Salloum et al. (2019), the Perceived Ease of Use (PEOU) refers to the degree in which an individual perceives that the use of a specific technology would not be complicated. Thus, it can be concluded that ease of use is used to measure the level of difficulty in using the new technology.

### **Chatgpt As The Learning Tool**

A learning tool based on technology refers to any digital resource, software, or platform designed to support and enhance the teaching and learning process. Parwata and Sudiatmika (2020) stated that, learning tools are things that are utilized to help learners gain knowledge effectively and efficiently. In this study, the particular learning tool that is being studied is ChatGPT. ChatGPT or Generative Pre-Trained Transformer (GPT) It is a language model AI which develop by OpenAI that can give a human like text respond to user input. It is capable of making natural conversations in answering questions and assisting in tasks. Bin-Hady et al. (2023) claimed that ChatGPT can provide learners with accessibility to language learning resources, enabling them to practice and enhance their conversational

skills at their own pace and convenience, as well as develop reading, writing, vocabulary, and grammar skills. Therefore, ChatGPT can be used as a learning tool because of its capabilities in providing aid for various tasks for students, especially in language learning.

### Related Studies

This research's related study explores students' perception towards the use of ChatGPT as a tool for learning English language. The following research are based on several related studies that have previously been conducted of how ChatGPT was used as a tool for learning English language. The first study was conducted by Xiao and Zhi (2023), which is entitled "An Exploratory Study of EFL Learners' Use of ChatGPT for Language Learning Tasks: Experience and Perception" with an aim to explore the role of ChatGPT in language learning based on students' experiences and perceptions. A small-scale exploratory approach was applied as a research design, and semi-structured interviews as the instrument. Five students at a top-tier international university in China were taken as the respondents. The results show that ChatGPT can be an effective tool as it can provide immediate feedback and personalized learning experiences for students.

The second study was conducted at Korean University by Van Horn (2024), with the title "ChatGPT in English Language Learning: Exploring Perceptions and Promoting Autonomy in a University EFL Context". The aim of this study is to investigate ChatGPT's impact on Korean University students. The author collected the data by examining 120 Korean university students, using pre- and post-training surveys, in-class observations, and interviews. Later, the data was analysed by three independent coders (The researcher and two assistants) in reviewing all the data. The result of this research indicated that most of the students showed positive attitudes with optimism about ChatGPT's potential use in enhancing language skills.

The third study was conducted by Phuong (2024), which entitles "Using ChatGPT in English Language Learning: A Study on I.T. Students' Attitudes, Habits, and Perceptions" at "University of Foreign Language Studies, the University of Da Nang, Vietnam" and "The Korea University of Information and Communication Technology." The researcher examined 120 IT students with the aim of investigating their behaviors, perceptions, and attitudes in ChatGPT for English language learning. Mixed method techniques such as multiple choices, a 4-Likert scale questionnaire, and in-depth interviews were used in this research to collect the data. The collected data were then analysed by using descriptive statistical analysis. Based on the analysed data, the study found that students had positive attitudes towards using ChatGPT, especially for its use as a quick and reliable translation. Additionally, the findings indicate that a large majority of students perceived ChatGPT as a useful tool for acquiring English language vocabulary related to their IT major. However, despite the use of ChatGPT, the students still need the teacher's instructions and a physical classroom.

The fourth study was conducted by Liu (2023), where the participants were 109 Chinese University students that are studying in several places, such as 36.7 % of students located in mainland China, 2.75% from Hong Kong, Macao, or Taiwan, and 60.55% of participants were studying abroad. The title of his article is "Chinese University Students' Attitudes and Perceptions in Learning English Using ChatGPT," with an aim to examine the attitudes of Chinese University students towards the use of ChatGPT in improving their English learning and to examine their perceptions about the advantages and disadvantages of ChatGPT. The data were then collected using a Questionnaire and analysed through descriptive statistics. The result of the analysed data shows that the students are convinced of the usage of ChatGPT as an effective tool that can help them in learning English. However, the students are still concerned about information security.

The fifth study was conducted by Sila et al. (2023), which is entitled "Exploring Students' Perception of Using ChatGPT in Higher Education". This study was made to explore students who take the foundation program's perception of using ChatGPT. A Private University in Selangor was chosen as a place to conduct the research, with a total of 107 students as participants from the foundation in science and the foundation in art. Survey research design was used in this study. Later, the author used

a Questionnaire in collecting the data, then later the data was analysed by using descriptive and correlation analysis. As a result of data analysis, it is found that students recognize the utilization of ChatGPT can improve their learning experiences. However, the students are still concern with the reliability and accuracy of the provided information.

## 2. METHOD

In this study, the researcher conducted the research using a quantitative research methodology. According to Ghanad (2023), quantitative research involves quantifying things and asking questions such as how long, how many, and to what degree. Additionally, he also stated that, by gathering, evaluating, and interpreting quantifiable data to test the hypothesis in a particular study, quantitative research aims to quantify the data and infer findings from a study sample. Furthermore, Abdullah (2015) defined the quantitative research method as a research approach that applies mathematical analysis (statistics) and objective measurement to data gathered from tests, surveys, opinions, and other research instruments.

Moreover, he also affirmed that the quantitative research method is used in this study because it is related to the instrument that was used in this research, which is a questionnaire with a five-point Likert scale design, that needs to be calculated in order to determine the results. A descriptive research design was used in this research to examine students' perceptions of using ChatGPT as a learning tool for learning English. In addition to Abdullah (2015), descriptive research design is designed to provide a systematic description of scientific information originating from research subjects or objects. Therefore, descriptive design was employed in this research because it was more compatible with the research instrument that was used in this study, which was a questionnaire.

### Population

The respondents for this study were the second-semester high school students within an academic year of 2024 – 2025 at SMA Negeri 1 Airmadidi. particularly in the 10<sup>th</sup> grade, students from 4 parallels, which consisted of four classes, such as: 24 students from class X-1, 29 students from class X-3, 28 students from class X-4, and 31 students from class X-7, with a total of 112 students. The average age of the chosen respondents ranged from 17 – 18 years old. These respondents were chosen due to the integration of AI, such as ChatGPT, by their English teacher for their study, which makes them compatible as the respondents based on their experience in using ChatGPT as a learning tool for learning English.

### Sample

A convenience sampling method was employed in this study. According to Rahi (2017), convenience sampling describes a procedure of gathering data from a population that is close near and easily available to the researcher. In other words, the convenience sampling method can be employed when the sample is available and ready. The researcher utilized a convenience sampling method due to its simplicity in data collection, regardless of any specific criteria.

### Instrument

The closed-ended questionnaire was utilized in this study with the questionnaire design of a Likert Scale format. According to Joshi et al. (2015), Likert scale was devised in order to measure 'attitude' in a scientifically accepted and validated manner in 1932. Furthermore, they also affirmed that the construction of Likert (or Likert type) scale is rooted into the aim of the research that sometimes the purpose of the research is to understand about the opinions/perceptions of participants related with single 'latent' variable (Phenomenon of interest). Moreover, based on them the original Likert scale is a set of statements (items) offered for a real or hypothetical situation under study. Participants were asked to show their level of agreement (from strongly disagree to strongly agree) with the given statement (items) on a metric scale as found on table 3.1 below.

Table 3. 1 *Likert Scale Ranges in Questionnaire*

Option	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

(Sugiyono, 2014)

In measuring the students' perception toward the use of ChatGPT as a tool for learning English, the researcher applied a questionnaire that was adapted from Putri, (2022). The questionnaire originally consisted of 20 items that were separated into two factors: Perceive of Usefulness (item no. 1-10) and Perceive of the Ease of Use (Item no. 11-20). However, it was discovered that item no. 2 contained two distinctive ideas about Perceived Usefulness (PU) factor, also items no. 11 and 15 regarding to the Perceived Ease of Use (PEOU) factor. Therefore, the researcher modified and added 3 items to the original questionnaire (1 item to Perceived Usefulness PU factor and 2 items to Perceived Ease of Use PEOU factor). As the result, there were 23 items used for the pilot study (11 items for Perceived Usefulness PU factor and 12 items for Perceived Ease of Use PEOU factor).

The researcher conducted both validity and reliability test by using statistical tools before conducting the research. Regarding to validity, the researcher employed face validity. According to Taherdoost (2016), face validity assesses the questionnaire's look in terms of feasibility, readability, consistency of style, formatting and language clarity, which can be evaluated by legal representatives such as experts. Then, the researcher requested the assistance of three English faculty lecturers at Universitas Klabat as the experts to evaluate or review the questionnaires validity.

With regard to the reliability, the statistician employed Cronbach's Alpha as a standard criterion for evaluating the instrument's reliability. According to Sahir (2021), Cronbach's Alpha is used to measure the reliability of the research data of the instruments. Additionally, based on the research by Cortina (1993), most recent studies that have employed alpha imply that a specific level, maybe larger than .70, is acceptable or unacceptable without regard to the number of items on the scale. In other words, Cronbach's reliability test requires a minimum score of 0.70 to be considered valid. Hence, the researcher applied a Cronbach's reliability test with the minimum score of 0.70 to be considered valid.

When doing the validity and reliability test, it was found that 7 items were invalid. The invalid items were number 3 and 11 of Perceived Usefulness (PU) factor and number 12, 14, 16, 19, and 23 of Perceived Ease of Use (PEOU) factor. Therefore, the researcher conducted the second validity and reliability tests of the remaining valid items consisted of item 1,2,4,5,6,7,8,9, and 10 of factor Perceived Usefulness (PU) and item 13,15,17,18, 20,21, and 22 of factor Perceived Ease of Use (PEOU) on the questionnaire with the amount of 16 items. Thus, the results of the second reliability test indicated as reliable with the score .735 of Perceived Usefulness (PU) and .761 of Perceived Ease of Use (PEOU) as shown in figure 3.1 and figure 3.2 as followed, which greater than the minimum Cronbach's Alpha score of .70. Therefore, it is approved that the remaining items of the questionnaire is reliable to be used in conducting the data. Thus, the remaining items used in the real study were only 16 items as shown on table 3.2 bellow.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.735	9

Figure 3. 1 Output Reliability Test 2 of Perceived Usefulness (PU)

**Reliability Statistics**

Cronbach's Alpha	N of Items
.761	7

Figure 3. 2 Output Reliability Test 2 of Perceived Ease of Use (PEOU)

Table 3. 2 Indicator of Students' Perception toward the Use of ChatGPT as a Tool for Learning English

Indicator	Item Number
Perceived Ease of Use (PEOU)	1,2,3,4,5,6,7,8,9
Perceived Usefulness (PU)	10, 11,12,13,14,15,16

(Putri, 2022)

**Data Collection Strategies**

The followings are the data collection process that was conducted in this study: Firstly, the researcher asked for 3 recommendation Letters such as *Surat pengantar penelitian of: Observasi awal penelitian*, real study and pilot study. to the dean of the Faculty of Education at Universitas Klabat. Secondly, The researcher contacted the school principal and the teacher who teaches at 10<sup>th</sup> grade at SMA Negeri 1 Airmadidi, to get an approval and arranged the schedule for doing the research at the school. Thirdly, the researcher met with the English teacher of 10<sup>th</sup> grade class in order to discuss about how the questionnaire would be distributed and when the data could be collected. Fourthly, the researcher explained the data collection process and demonstrated the ways of filling out the questionnaire to the school principal, teacher, and the students on the established date of the data collection. Lastly, the researcher analysed and interpreted the collected data.

**Data Analysis Techniques**

There were steps 4 steps in analyzing the data that will be explained as follow: First of all, the researcher asked the help from the statisticians in finding the frequencies of how many students that selected each scales in each items as shown on example table 3. 5. After that, the researcher applied 3 adopted formulas based on Putri, (2022) that were calculated in Microsoft Excel in finding the percentage and 1 formula based on her in determine the interval range.

Table 3. 1 Frequency Table

Item 1	Frequency of the Respondents
Strongly Disagree (1)	1
Disagree (2)	1
Neutral (3)	34
Agree (4)	61
Strongly agree (5)	15
Total Respondents	112

The second step, is to determine the frequency of each items by using the following first formula which is:

$$T \times P_n$$

**T** = Total number of respondents who select a particular scale option, multiplied with **P<sub>n</sub>** = Selected scale score option.

Then all multiplication results will be added in finding the frequency of each item as shown in the example below:

Example: Frequency of the students who selected each scale in Item one as found on the table 3. 5:

- The respondent who selected "Strongly disagree" = 1 respondent multiplied with scale score 1 = 1
- The respondent who selected "Disagree" = 1 respondent multiplied with scale score 2 = 2
- The respondent who selected "Neutral" = 34 respondents multiplied with scale score 3 = 102
- The respondent who selected "Agree" = 61 respondent multiplied with scale score 4 = 244
- The respondent who selected "Strongly agree" = 15 respondents x scale score 5 = 75

The next step of the first formula is to add up all of multiplication results from

"Strongly disagree" = 1

"Disagree" = 2

"Neutral" = 102

"Agree" = 244

"Strongly agree" = 75

Thus 1 + 2 + 102 + 244 + 75 = 424

Hence the frequency of item number one on the questionnaire is 424

The third step, is to determine the ideal score, which can be found using the following second formula:

$$\text{Ideal Score} = \text{Highest Scale Point (Score)} \times \text{Number of Respondents}$$

Scale point (Score) = The highest likert scale point/score, which is (Strongly Agree) = (5) will be multiplied with the amount of the respondents in item one on table 3. 5. Above which is (122) respondents. Thus, the ideal Score = 5 x 122 = 560

Therefore, through the calculation based on the second formula above it is found that the ideal score is 560.

The last step, is processing the data using the likert formula below in finding the percentage:

$$\text{Percentage} = \frac{\text{Frequency of each items}}{\text{Ideal Score}} \times 100$$

Thus, the Frequency = 424 will be divided with the ideal score which is = 560 and then the result will be multiplied with 100 with the result of = 75.71%

Hence, the percentage of item 1 is 75.71%. Table 3. 6 is the example of how the researcher obtain the data of the frequency, ideal score, and the percentage by utilizing Microsoft Excel. Hence, 75.71% will be categorized as a "Positive" perception based on the grading interval table 3. 7.

Table 3. 2 Calculation Formula in Microsoft Excel

Item	Scale	Respondent	Multiply	Frequency	Percentage
Item 1	1	1	1	424	75,71
	2	1	2		
	3	34	102		
	4	61	244		
	5	15	75		
Total Respondent		112			
The Ideal Score					560

Additionally, the following adopted formula based on Putri (2022) is utilized to determine the interval range:  $\text{Interval} = 100 / \text{Highest likert scale score} = (5)$ . Hence, the Interval 100 is divided with the total or the highest likert scale score  $5 = 20$ . Therefore, the interval range is 20 from a distance of the lowest 0% to the highest 100%. Additionally, the percentage score can be interpreted by looking at the grading intervals as found on Table 3. 7.

Therefore, these techniques or formulas were used because it is in accordance with the previous research who was done by Putri, (2022) who was also applied the Technology Acceptance Model (TAM) theory by Davis (1989) in conducting her study. Based on two factors which were Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Furthermore, the researcher has consulted with a statistician at LPPM (Lembaga Penelitian dan Pengabdian kepada Masyarakat), to ensure the accuracy and reliability of the four formulas mentioned above. Thus, through the consultation with the statistician, the four formulas were approved as a reliable and accurate to be used in analyzing and interpreting the data of this study.

### Interpretation of the Data

The researcher used the interval table below based on Putri, (2022) to categorized the result of the percentage in interpreting the data of the research questions or items. The following is the table display of the data interpretation that was used in this study.

Table 3. 5 Grading Interval

Score	Categories
0% - 19,99%	Very Negative
20% - 39,99%	Negative
40% - 59,99%	Neutral
60% - 79,99%	Positive
80% - 100%	Very Positive

(Putri, 2022)

### 3. FINDINGS AND DISCUSSION

**Research Question 1: What is students' perception towards the usefulness of ChatGPT as a tool in learning English?**

Table 4. 1 Perceived Usefulness (PU)

No	Statement	Frequency	Percentage	Grading Interval
6	ChatGPT enables me to complete more English tasks.	457	81.61%	Very Positive
8	Learning English becomes easier with ChatGPT.	447	79.82%	Positive
3	ChatGPT plays an important role in supporting the English learning process.	438	78.21%	Positive
9	Overall, I find ChatGPT useful for the English learning process.	425	75.89%	Positive
1	Learning using ChatGPT improves the quality of the learning process.	424	75.71%	Positive



4	Learning English using ChatGPT makes me more active in the learning process.	411	73.39%	Positive
5	Learning English using ChatGPT enhances the learning performance.	410	73.21%	Positive
7	Learning English using ChatGPT increases the effectiveness of the learning process.	404	72.14%	Positive
2	I can control all my learning using ChatGPT.	397	70.89%	Positive
<b>Average</b>		424	75.65%	Positive

(Putri, 2022)

To address the first research question, a questionnaire was employed as the primary instrument for data collection. The findings, as presented in Table 4.1 above, were analyzed and ranked from the highest to the lowest percentage based on students' percentage score of ChatGPT's usefulness in learning English.

Overall, the average of students' perceive of usefulness percentage score is 75.65 % indicates that students' perception about the usefulness of ChatGPT is positive. In other words, findings suggest that students generally hold a positive perception of ChatGPT as a useful tool for learning English.

The results indicate that the highest level of perceive of usefulness subscale is item six, where the percentage score is 81.61% of students strongly agreed that ChatGPT enables them to complete more English tasks. Based on the grading interval on Table 3. 7, It is reflecting a very positive perception of its role in facilitating English task completion. This is followed by item eight, with the percentage score is 79.82% of students perceiving ChatGPT as a tool that makes learning English easier. This highlights its effectiveness in simplifying the language learning process.

After that, it is found in item number three, with the percentage score is 78.21% of students acknowledging that ChatGPT plays an important role in supporting their English learning process. This suggests that students recognize its value as an educational aid. Item nine follows, with the percentage score is 75.89% of students agreeing that ChatGPT is useful for their overall English learning experience, reinforcing its perceived benefits in improving language acquisition. Further, item one demonstrates that the percentage score is 75.71% of students believe that using ChatGPT enhances the quality of their learning process, while item four reveals that the percentage score is 73.39% of students feel that ChatGPT makes them more active participants in their learning journey.

Additionally, item number five shows that the percentage score is 73.21% of students perceive ChatGPT as enhancing their learning performance, whereas item seven reports that the percentage score is 72.14% of students believe it improves the overall effectiveness of their learning process. Finally, the lowest percentage score of usefulness is recorded for item two, where the percentage score is 70.89% of students perceives that ChatGPT allows them to control all aspects of their learning process. Although the percentage score interpreted as a positive perception, this result might indicate that students may perceive some limitations in their autonomy over learning when using ChatGPT.

These findings align with a study conducted at a Sekolah Tinggi Agama Islam (STAI) Hubbulwathan Duri by Alwi (2024). The research, involved 22 participants of English education students. The researcher utilized a closed ended questionnaire as a data collection instrument. The results indicate that the majority of students exhibited overall positive perception of ChatGPT's usefulness and its ease of use in improving their learning outcomes. Therefore, students acknowledged that ChatGPT helps them better grasp course materials, makes academic tasks easier to complete.

## Research Question 2: What is students' perception towards the ease of use of ChatGPT as a tool in learning English?

Table 4. 2 *Perceived Ease of Use (PEOU)*

No	Statement	Frequency	Percentage	Grading Interval
15	All features in ChatGPT are very easy to be understood.	439	78.39%	Positive
11	I often feel frustrated when using ChatGPT.	437	78.04%	Positive
14	Using ChatGPT requires a lot of mental effort.	427	76.25%	Positive
13	Using ChatGPT is not flexible for me.	411	73.39%	Positive
12	I feel rigid when using ChatGPT.	406	72.50%	Positive
10	I feel confused when using ChatGPT.	403	71.96%	Positive
16	I think it takes a lot of effort to become skilled in using ChatGPT.	322	57.50%	Neutral
<b>Average</b>		406	72.58%	Positive

(Putri, 2022)

To answer the second research question, the researcher utilized the same questionnaire instrument as in the first research question. The questionnaire included seven items measuring students' Perceived Ease of Use (PEOU) of ChatGPT in learning English. As in the previous analysis, the data were sorted from the highest to the lowest percentage based on students' percentage score of ChatGPT's ease of use in learning English and the results are presented in Table 4.2 above.

To ensure clarity in data interpretation, modifications were made to the wording of items 10, 11, 12, 13, and 14 in the discussion below to prevent potential confusion. However, this wording modification was not utilized either in the table or in all questionnaires. As a result, the statements in these items may differ from those originally presented in all of the tables or questionnaires included in the pilot study nor real study. Additionally, since items 10, 11, 12, 13, 14, and 16 contained negative statements, the researcher applied a reverse scoring method to prevent misinterpretation. In contrast to the original Likert scale, which assigned "strongly disagree" a score of 1 and "strongly agree" a score of 5, the reverse scoring adjusted the scale so that "strongly disagree" was scored as 5 and "strongly agree" as 1. This adjustment ensured consistency in interpreting students' perceptions based on the obtained percentage scores of each item.

Overall, on average of the percentage score is 72.58%, students expressed a positive perception regarding the ease of use of ChatGPT as a tool for learning English. The results indicate that students generally perceive ChatGPT as an accessible and easy-to-use tool for learning English, particularly in terms of its intuitive features, low mental effort requirements, and minimal frustration associated with its use.

The findings indicate that the highest level of Perceived Ease of Use (PEOU) was associated with item number fifteen, where the percentage score is 78.39% of students expressed a positive perception that all features in ChatGPT are easy to understand. This was followed by item number eleven, with the percentage score is 78.04% of students agreeing that they do not often feel frustrated when using

ChatGPT, suggesting that most students find the tool user-friendly. Similarly, item number fourteen revealed that the percentage score is 76.25% of students perceived that using ChatGPT does not require significant mental effort, further reinforcing the perception of its ease of use.

Furthermore, item number thirteen showed that the percentage score is 73.39% of students considered ChatGPT a flexible tool for learning, while item number twelve indicated that the percentage score is 72.50% of students did not feel restricted when using it, suggesting that the platform allows for adaptability in learning. Additionally, item number ten demonstrated that the percentage score is 71.96% of students did not feel confused when navigating ChatGPT, highlighting its intuitive design. Conversely, the lowest perception of ease of use was recorded in item number sixteen, where the percentage score is only 57.50% of students expressed a neutral perception regarding the statement that using ChatGPT requires significant effort to become skilful. This suggests that while students generally find ChatGPT easy to use, some may still need to adapt in order to become skilful in using ChatGPT.

Similarly, a study conducted by **Vo et al. (2024) in central Vietnam**, which involved **369 English-major students** who had used ChatGPT for language acquisition, reported comparable findings. The study found that students generally perceived ChatGPT as an **easy-to-use and beneficial tool** for language learning. However, despite recognizing its ease of use, they maintained a **neutral perception on its overall usefulness**.

#### 4. CONCLUSION

The findings of this study indicates that there is a significant number of students who have a positive perception regarding of ChatGPT's usefulness as a tool in learning English. Most students believe that ChatGPT enhances the quality of their learning process, provides them with control over their learning, and plays an important role in supporting their English studies. Many students feel that ChatGPT can increase their involvement, improves their learning performance, and enables them to complete tasks more efficiently. Additionally, students admit ChatGPT's effectiveness in increasing their learning efficiency and the overall usefulness of it in their English studies. Regarding to the research question number two which is the ease of use, it is found that most of the students' perceptions are also positive. The highest level of Perceived Ease of Use (PEOU) was associated with item number fifteen, where the percentage score is 78.39% of students find ChatGPT easy to be understood. Meanwhile, the lowest perception of ease of use was recorded in item number sixteen, where the percentage score is only 57.50% of students seem not sure about the mental effort that is required in order to use it effectively. Overall, the study concludes that ChatGPT is perceived as a useful and easy to use tool in learning English.

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