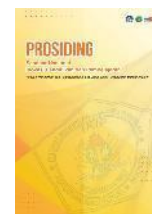




Prosiding

Seminar Nasional Inovasi pendidikan dan Pembelajaran
Fakultas Pendidikan Bahasa dan Seni
IKIP PGRI Bojonegoro

Tema "Inovasi pendidikan dan Pembelajaran di era digital untuk Pengalaman Belajar
Imersif"



Students' Perceptions of Using ChatGPT for Learning English in Economic Education

Ega Oktaviandanu Saputra¹(✉), Meiga Ratih Tirtanawati², Refi Ranto Rozak³

^{1,2,3}Pendidikan Bahasa Inggris, IKIP PGRI Bojonegoro, Indonesia

bisnisega2@gmail.com¹, meiga_ratih@ikippgribojonegoro.ac.id²,

refi.ranto@ikippgribojonegoro.ac.id³

abstrak – Kecerdasan buatan (AI) semakin memengaruhi praktik pendidikan dengan menawarkan cara-cara inovatif untuk mendukung proses belajar-mengajar, khususnya di perguruan tinggi. Di antara berbagai aplikasi AI, ChatGPT telah banyak diadopsi oleh mahasiswa sebagai asisten pembelajaran interaktif yang memfasilitasi penguasaan kosakata, pemahaman materi pembelajaran, dan studi mandiri. Penelitian ini mengeksplorasi persepsi mahasiswa Pendidikan Ekonomi mengenai penggunaan ChatGPT untuk mendukung pembelajaran bahasa Inggris dalam konteks ekonomi. Pendekatan deskriptif kualitatif digunakan dalam penelitian ini. Partisipan penelitian adalah mahasiswa tahun pertama Program Studi Pendidikan Ekonomi di IKIP PGRI Bojonegoro. Data dikumpulkan melalui kuesioner yang diberikan kepada sepuluh mahasiswa, diikuti dengan wawancara semi-terstruktur terhadap dua partisipan yang dipilih berdasarkan pengalaman mereka menggunakan ChatGPT. Temuan penelitian menunjukkan bahwa mahasiswa umumnya memandang ChatGPT secara positif karena alat ini memungkinkan mereka memahami materi pembelajaran yang kompleks, memperluas kosakata bahasa Inggris terkait ekonomi, menerjemahkan teks akademik, meringkas informasi secara efisien, dan belajar secara lebih fleksibel di luar lingkungan kelas. Terlepas dari manfaat tersebut, partisipan juga menyadari beberapa keterbatasan, termasuk kemungkinan menerima respons yang terlalu umum serta perlunya memverifikasi informasi melalui sumber akademik terpercaya seperti buku teks, jurnal ilmiah, dan dosen. Secara keseluruhan, temuan ini mengindikasikan bahwa ChatGPT berfungsi sebagai sumber belajar tambahan yang berharga dalam mendukung pembelajaran bahasa Inggris serta mendorong kemandirian belajar yang lebih besar di kalangan mahasiswa Pendidikan Ekonomi. Penelitian selanjutnya disarankan untuk melibatkan jumlah partisipan yang lebih banyak dari berbagai disiplin ilmu guna memperoleh perspektif yang lebih luas mengenai pemanfaatan teknologi AI dalam dunia pendidikan.

Kata kunci – ChatGPT, Pembelajaran Bahasa Inggris, Kosakata Ekonomi, Pembelajaran Mandiri, Persepsi Mahasiswa

Abstract – Artificial intelligence (AI) has increasingly influenced educational practices by offering innovative ways to support teaching and learning processes, particularly in higher education. Among various AI applications, Chat GPT has become widely adopted by university students as an interactive learning assistant that facilitates vocabulary acquisition, comprehension of learning materials, and independent study. This study explored Economics Education students' perceptions of using Chat GPT to support English learning in an economic context. A qualitative descriptive approach was

employed in this research. The participants were first-year students of the Economics Education Study Program at IKIP PGRI Bojonegoro. Data were gathered through questionnaires administered to ten students and followed by semi-structured interviews with two participants who were selected based on their experience using Chat GPT. The findings indicate that students generally viewed Chat GPT positively because it enabled them to comprehend complex learning materials, expand their English vocabulary related to economics, translate academic texts, summarize information efficiently, and learn more flexibly beyond classroom settings. Despite these benefits, participants also recognized several limitations, including the possibility of receiving overly general responses and the necessity of verifying information through reliable academic resources such as textbooks, scholarly journals, and lecturers. Overall, the findings suggest that Chat GPT serves as a valuable supplementary learning resource that supports English learning and encourages greater learner autonomy among Economics Education students. Future research is recommended to involve a larger number of participants from different academic disciplines to obtain broader perspectives on the educational use of AI technologies.

Keyword— Chat GPT, English Learning, English for Economy, Artificial Intelligence, Learner Autonomy, Students' Perceptions

INTRODUCTION

The rapid development of digital technology has significantly reshaped educational practices across all levels of education. In higher education, technology has become an essential component of the teaching and learning process by providing students with easier access to information, interactive learning resources, and opportunities for independent study. The integration of digital tools has encouraged universities to adopt more innovative learning approaches that support students in acquiring knowledge efficiently and developing essential academic skills.

One of the most remarkable technological innovations influencing education today is Artificial Intelligence (AI). AI-powered applications have been increasingly incorporated into learning environments because they are capable of providing immediate assistance, personalized feedback, and interactive learning experiences. These technologies not only facilitate access to information but also encourage students to become more active participants in their own learning process. Consequently, AI has become one of the most promising educational technologies for supporting student-centered learning in higher education.

Among the various AI-based applications currently available, Chat GPT has attracted considerable attention due to its ability to generate human-like responses and provide instant assistance in various academic activities. University students frequently use Chat GPT to search for information, summarize learning materials,

translate texts, generate ideas, answer academic questions, and improve their writing skills. Its ability to respond quickly and interactively has made Chat GPT one of the most widely used AI tools for supporting learning inside and outside the classroom.

Within the framework of Economic Education, English proficiency plays a vital role because many academic books, scientific journals, international reports, and learning resources are published in English. Students are therefore expected to possess adequate English skills to understand economic theories, interpret research findings, and communicate academic ideas effectively. Among the various language components, vocabulary mastery is considered fundamental because it enables students to comprehend reading materials, understand technical terminology, and participate in academic discussions confidently.

Vocabulary development has long been recognized as an important aspect of successful language learning. According to Rahmawati et al. (2026), the use of appropriate vocabulary learning strategies contributes significantly to students' language acquisition by improving comprehension and facilitating communication. Students with sufficient vocabulary knowledge are generally more capable of understanding academic texts and expressing their ideas effectively. Similarly et al. (2024) emphasized that vocabulary learning strategies not only improve vocabulary mastery but also increase students' motivation and engagement during the learning process.

In recent years, technology-assisted language learning has become increasingly popular because it provides learners with greater flexibility and accessibility. Digital learning platforms allow students to practice language skills independently while receiving immediate feedback on their learning performance. Rozak and Parmawati (2024) argued that technology-supported learning environments enhance students' vocabulary acquisition and create more engaging learning experiences. Such environments also encourage learners to become more autonomous by enabling them to explore learning materials according to their individual needs and learning pace.

The emergence of Chat GPT represents a new opportunity to integrate AI into English language learning. Rather than functioning merely as a source of information, Chat GPT serves as an interactive learning assistant that enables students to obtain

explanations, examples, translations, and contextual information within seconds. This immediate access to learning support can reduce students' dependence on traditional learning resources and increase their confidence in completing academic tasks. Furthermore, Chat GPT provides students with opportunities to practice English independently by asking questions, exploring unfamiliar vocabulary, and reviewing learning materials repeatedly without time limitations.

The application of Chat GPT is particularly relevant in learning English for Economy, where students frequently encounter specialized vocabulary and complex economic concepts presented in English. Through interactive conversations, Chat GPT can explain technical terminology, simplify difficult concepts, and provide contextual examples that facilitate students' understanding of economics-related texts. These features make Chat GPT a potentially valuable learning companion for Economics Education students.

Previous studies have consistently reported the educational benefits of Chat GPT and other AI-powered learning technologies. Researchers have found that AI applications contribute positively to vocabulary acquisition, writing development, reading comprehension, learning motivation, and learner autonomy. Nevertheless, the majority of earlier research has concentrated on English learning overall educational contexts. Research specifically investigating students' perceptions of using Chat GPT for learning English for Economy remains relatively limited, particularly among undergraduate students in Indonesian higher education.

Considering this research gap, the present study focuses on exploring how first-year Economics Education students perceive the use of Chat GPT in learning English for Economy. Understanding students' experiences and opinions is important because their perceptions may provide valuable insights into the strengths, limitations, and educational potential of AI-assisted learning. The findings are expected to contribute to the growing body of knowledge regarding the integration of artificial intelligence in English language education and provide practical recommendations for lecturers, students, and future researchers who intend to utilize AI technologies in language learning.

RESEARCH METHOD

This study adopted a qualitative descriptive approach to investigate students' perceptions of using Chat GPT as a learning tool in English for Economy. This research employed a qualitative approach as it enabled the researcher to examine students' perceptions through detailed descriptions and interpretations. objective of the study was to obtain an in-depth understanding of students' experiences, opinions, and perceptions rather than to measure relationships between variables quantitatively. Through this approach, the researcher was able to interpret participants' responses and identify the main themes emerging from their experiences.

The research was conducted at the Economics Education Study Program of IKIP PGRI Bojonegoro, Indonesia. The participants consisted of first-year Economics Education students who had experience using Chat GPT to support their English learning. They were selected because they were familiar with AI-assisted learning and were able to provide relevant information regarding the use of Chat GPT in learning English for Economy.

Data were obtained from two complementary sources, namely questionnaires and semi-structured interviews. The questionnaire was administered to ten students to collect preliminary information regarding their experiences, opinions, and patterns of using Chat GPT in English learning. The questionnaire also provided an overview of students' general perceptions before the interview stage.

To gain more comprehensive insights, two participants who actively used Chat GPT were intentionally chosen for semi-structured interviews. This interview format enabled the researcher to explore participants' experiences in greater depth while allowing flexibility to ask follow-up questions based on their responses. The interviews focused on students' perceived benefits, challenges, vocabulary development, understanding of economic concepts, and learning autonomy when using Chat GPT.

The collected data were analyzed using qualitative descriptive analysis following the procedures proposed by Miles, Huberman, and Saldaña (2020). The analysis involved three interconnected stages: data reduction, data display, and conclusion drawing. During the data reduction stage, the researcher organized and selected relevant information obtained from the questionnaires and interviews.

Subsequently, the organized data were presented systematically to facilitate interpretation and comparison across participants. Finally, conclusions were drawn by identifying recurring patterns and themes that reflected students' perceptions of using Chat GPT in learning English for Economy.

To strengthen the credibility of the findings, the researcher compared information obtained from the questionnaires with the interview data through data triangulation. This process allowed the researcher to confirm the consistency of participants' responses and ensured that the findings accurately represented their learning experiences. The integration of multiple data sources also enhanced the trustworthiness of the study and provided a richer understanding of students' perceptions toward the educational use of Chat GPT.

The analysis resulted in four major themes that represented students' perceptions of Chat GPT: (1) the perceived usefulness of Chat GPT, (2) vocabulary development in the context of English for Economy, (3) learning flexibility and autonomous learning, and (4) challenges and limitations of using Chat GPT in English learning. These themes became the basis for presenting and discussing the research findings in the following chapter.

RESULTS AND DISCUSSION

Perceived Usefulness of Chat GPT.

The examination of the questionnaire and interview data shows that students generally viewed Chat GPT as a beneficial learning resource for studying English for Economy. Most participants explained that the application assisted them in understanding learning materials that were previously considered difficult, especially when dealing with English texts containing economic terminology. Instead of spending considerable time searching through multiple sources, students could obtain explanations immediately through Chat GPT, making their learning process more efficient.

The interview findings further revealed that students appreciated the clarity of the explanations generated by Chat GPT. They reported that the responses were simple, well-organized, and easier to understand than some academic references.

Besides helping them complete classroom assignments, Chat GPT also enabled students to review learning materials independently before examinations and classroom discussions.

Several participants emphasized that the application functioned as a learning companion rather than merely a source of answers. By interacting with Chat GPT, they were able to ask follow-up questions, request additional explanations, and obtain examples that matched their learning needs. This interactive feature encouraged students to participate more actively in their learning process and increased their confidence in understanding English materials related to economics.

These findings indicate that students perceive Chat GPT as more than a technological innovation; it serves as an accessible educational resource that supports both classroom learning and self-study. The positive perceptions identified in this study are consistent with recent research suggesting that AI-powered learning tools contribute to more engaging and personalized learning experiences (Kasneci et al., 2023; Lo, 2023).

Vocabulary Development in English for Economy

Another important finding concerns the contribution of Chat GPT to students' vocabulary development. The majority of participants stated that the application helped them learn unfamiliar English vocabulary frequently encountered in economics courses. Instead of translating words individually, students preferred asking Chat GPT to explain terminology within its economic context, allowing them to understand both meaning and usage simultaneously.

Interview responses showed that students had become familiar with numerous economic terms, including *inflation*, *investment*, *market demand*, *consumer behavior*, *assets*, *liabilities*, and *economic growth*. Participants believed that contextual explanations made these terms easier to remember and apply in classroom discussions or written assignments.

Students also reported that Chat GPT frequently provided examples of sentence usage, enabling them to recognize how specific vocabulary items functioned in

authentic contexts. This approach reduced confusion when encountering similar terminology in textbooks, journal articles, and other English learning materials.

The findings reinforce the view that vocabulary learning becomes more meaningful when learners receive contextualized explanations instead of isolated word definitions. This result supports Rahmawati et al. (2026), who argued that effective vocabulary learning strategies facilitate language acquisition and improve students' comprehension of academic texts. Likewise, Fatmasari et al. (2024) emphasized that vocabulary development contributes significantly to learners' overall English proficiency and academic engagement.

Learning Flexibility and Autonomous Learning

The findings also reveal that Chat GPT promotes greater flexibility in the learning process. Participants appreciated the opportunity to access learning support whenever they needed it without being restricted by classroom schedules or consultation hours. This accessibility enabled students to study according to their individual learning pace and preferences.

Most respondents explained that they frequently used Chat GPT outside regular class hours to review lessons, prepare assignments, clarify unfamiliar concepts, and practice English. The immediate responses provided by the application reduced the time required to search for information from multiple sources, making learning activities more efficient.

Another noteworthy finding is that Chat GPT encouraged students to become more independent learners. Rather than waiting for lecturers' explanations, participants attempted to solve learning difficulties by consulting Chat GPT first. This habit gradually increased their confidence in exploring new knowledge independently while maintaining responsibility for verifying information obtained from AI-generated responses.

The findings suggest that Chat GPT supports learner autonomy by providing continuous access to academic assistance. Such flexibility allows students to regulate their own learning activities and develop greater responsibility for achieving their educational goals. These findings are in line with Rozak and Parmawati (2024), who

highlighted that technology-assisted learning environments encourage students to become more autonomous while increasing their engagement in language learning.

Challenges and Limitations of Chat GPT

Although participants expressed predominantly positive opinions, they also acknowledged several limitations associated with the use of Chat GPT. The most frequently reported concern was that the application occasionally generated explanations that were too general or lacked sufficient detail for understanding complex economic topics. Consequently, students recognized that additional references were sometimes necessary to obtain more comprehensive information.

Several respondents also pointed out that Chat GPT could occasionally provide information that required verification. Therefore, they preferred to compare AI-generated responses with textbooks, academic journals, lecturer explanations, and other reliable educational resources before using the information in assignments or academic discussions.

Another issue identified by participants was the possibility of becoming overly dependent on AI technology. Some students believed that excessive reliance on Chat GPT might reduce critical thinking and independent problem-solving skills if users accepted every response without careful evaluation. For this reason, participants emphasized the importance of using Chat GPT responsibly as a supporting learning tool rather than as the sole source of academic knowledge.

These findings demonstrate that students possess a balanced perception of Chat GPT. While recognizing its substantial educational benefits, they also understand the importance of evaluating AI-generated information critically. This awareness reflects responsible technology use and supports the incorporation of AI into tertiary education as a complementary study resource rather than a replacement for lecturers, academic literature, or classroom instruction.

Comparison with Previous Studies

The overall results of this research align with earlier research examining the educational applications of artificial intelligence. Earlier studies have reported that AI-powered learning tools contribute to improvements in vocabulary acquisition,

writing skills, learning motivation, and learner autonomy. Similarly, the participants in this study perceived Chat GPT as an effective learning assistant that facilitated English learning, particularly in the context of Economic Education.

The findings also support Rozak and Parmawati (2024), who concluded that technology-supported learning environments enhance students' engagement and vocabulary mastery. Likewise, Rahmawati, Tirtanawati, and Wati (2026) emphasized that vocabulary learning strategies have a significant impact on language learning, while Fatmasari et al. (2024) highlighted the positive contribution of vocabulary development to students' overall language proficiency.

In addition, the present findings correspond with contemporary studies on artificial intelligence in education (Kasneci et al., 2023; Lo, 2023), which indicate that AI-based applications can provide personalized learning support, immediate feedback, and flexible access to educational resources. However, this study extends previous research by focusing specifically on **English for Economy**, demonstrating that Chat GPT not only supports general English learning but also assists students in understanding discipline-specific vocabulary and economic concepts.

Overall, the results suggest that Chat GPT has considerable potential to enrich English learning in higher education when used critically and in combination with reliable academic resources. The positive perceptions expressed by participants indicate that AI technologies can complement conventional teaching practices while encouraging greater learner independence and engagement.

Untuk tabel seperti berikut.

Tabel 1. Tabel Summary of Research Findings

Theme	Category	Main Findings
Perceived Usefulness of ChatGPT	Learning Support	ChatGPT helped students understand difficult materials more quickly and effectively
Vocabulary Development in Economic Context	Vocabulary Learning	Students improved their understanding of economic terms and concepts in English.

Learning Flexibility and Independent Learning	Learning Autonomy	Students could learn anytime and anywhere according to their needs.
Challenges and Limitations of ChatGPT	Information Limitation	Some explanations were too general and required verification from reliable academic sources.

The table above summarizes the major themes that emerged from the questionnaire and interview data. The findings indicate that ChatGPT provides positive contributions to English learning in Economic Education, particularly in vocabulary development and autonomous learning. Nevertheless, students emphasized the importance of critically evaluating information generated by artificial intelligence tools.

CONCLUSION

This study explored the perceptions of first-year Economics Education students regarding the use of Chat GPT as a learning resource for English for Economy. Based on the findings obtained from questionnaires and semi-structured interviews, it can be concluded that students generally have positive perceptions of integrating Chat GPT into their English learning activities.

The findings demonstrate that Chat GPT provides meaningful support in several aspects of language learning. Students perceived the application as helpful in understanding complex learning materials, expanding English vocabulary related to economics, translating English texts, summarizing academic content, and obtaining explanations that were easier to understand. The interactive nature of Chat GPT also enabled students to access learning assistance whenever needed, making the learning process more flexible and efficient.

Another significant finding is that Chat GPT contributes to the development of learner autonomy. The availability of immediate responses encouraged students to solve learning difficulties independently before seeking assistance from lecturers or

other academic resources. Consequently, students became more confident in exploring English materials and managing their own learning process. This indicates that Chat GPT has the potential to support student-centered learning by promoting independent learning habits and increasing engagement with academic content.

Despite these advantages, participants also recognized several limitations associated with the use of Chat GPT. Some respondents reported that the explanations provided by the application were occasionally too general or lacked sufficient detail to explain more complex economic topics. In addition, students emphasized that information generated by artificial intelligence should always be verified through credible academic sources, including textbooks, scholarly journals, and lecturers. These responses reflect students' awareness that Chat GPT should function as a complementary learning resource rather than a replacement for established educational references.

Overall, the findings indicate that Chat GPT can make a positive contribution to learning English for Economy, particularly by facilitating vocabulary acquisition, improving comprehension of economics-related materials, and encouraging autonomous learning. When used responsibly and combined with reliable academic resources, Chat GPT can become an effective educational tool that enriches students' learning experiences in higher education.

REFERENCES

- Anthony, L. (2018). *Introducing English for Specific Purposes*. Routledge.
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan.
- Benson, P. (2013). *Teaching and Researching Autonomy in Language Learning* (2nd ed.). Routledge.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2022). *Thematic Analysis: A Practical Guide*. SAGE.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
- Dwivedi, Y. K., Hughes, L., Baabdullah, A. M., Ribeiro-Navarrete, S., Giannakis, M., Al-Debei, M. M., Dennehy, D., Metri, B., Buhalis, D., Cheung, C. M. K., Conboy, K., Doyle, R., Dubey, R., Dutot, V., Felix, R., Goyal, D. P., Gustafsson, A., Hinsch,

- C., Jebabli, I., et al. (2023). So what if ChatGPT wrote it? Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy. *International Journal of Information Management*, 71, 102642. <https://doi.org/10.1016/j.ijinfomgt.2023.102642>
- Fatmasari, T., Tirtanawati, M. R., Heru, A., & Prastiwi, D. (2024). Vocabulary learning strategies and students' English language development. *Journal of English Language Teaching and Applied Linguistics*, 6(1), xx-xx.
- Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge University Press.
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeiffer, F., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., & Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
- Lo, C. K. (2023). What is the impact of ChatGPT on education? A rapid review of the literature. *Education Sciences*, 13(4), 410. <https://doi.org/10.3390/educsci13040410>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative Research: A Guide to Design and Implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). SAGE Publications.
- Nation, I. S. P. (2013). *Learning Vocabulary in Another Language* (2nd ed.). Cambridge University Press.
- OpenAI. (2024). ChatGPT. <https://chatgpt.com/>
- Rahmawati, R., Tirtanawati, M. R., & Wati, S. (2026). Vocabulary learning strategies in improving English proficiency among university students. *Journal of English Education Research*, 11(1), xx-xx.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
- Rozak, R. R., & Parmawati, A. (2024). Technology-supported English language learning: Enhancing vocabulary mastery and learner engagement. *Journal of Language and Education*, 10(2), xx-xx.
- Sallam, M. (2023). ChatGPT utility in healthcare education, research, and practice: Systematic review on the promising perspectives and valid concerns. *Healthcare*, 11(6), 887. <https://doi.org/10.3390/healthcare11060887>
- Schmitt, N. (2020). *Vocabulary in Language Teaching* (2nd ed.). Cambridge University

Press.

- Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, 10(1), 15. <https://doi.org/10.1186/s40561-023-00237-x>
- Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods* (6th ed.). SAGE Publications.