

SKRIPSI



**THE STUDENTS' PERCEPTION OF THE USE OF CHATGPT IN
ENGLISH LEARNING AT SMK 1 PGRI KUDUS**

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UNIVERSITAS MURIA KUDUS**

2024



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In Partial Fulfillment of the Requirements for Completing the Sarjana
Program in English Education**

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MOTTO AND DEDICATION

My heart doth calms, for I know what's past hath ne'er been my fate, and that which is ordained for me shall never slip away. - Umar Ibn Khattab

This thesis is dedicated to all who have supported and inspired me along this journey, especially my family, whose unwavering love and encouragement have been my guiding light. To my friends, for their companionship and understanding during the challenges and triumphs of academic pursuit. And to anyone who has underestimated me, your doubt has fueled my determination to succeed.

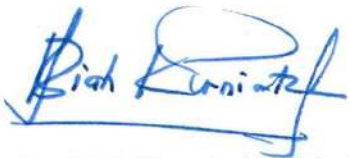


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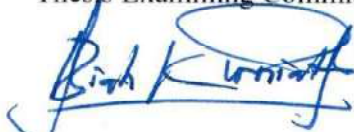
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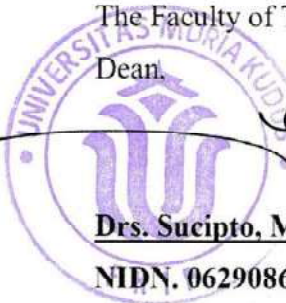


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فَإِذَا قُضِيَتِ الصَّلَاةُ فَانْتَشِرُوا فِي الْأَرْضِ وَابْتَغُوا مِنْ فَضْلِ اللَّهِ وَاذْكُرُوا اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ

Praise be to Allah, the Most Gracious and Most Merciful, the Source of all knowledge and wisdom. In addition, may peace and salutation be given to the prophet Muhammad. In the name of Allah, the Most Beneficent, the Most Merciful, I embark upon expressing my gratitude and appreciation for the countless blessings bestowed upon me throughout this journey of academic pursuit.

I extend my deepest gratitude to my supervisor, Dr. Diah Kurniati, S.Pd., M.Pd., and Rusiana, S.Pd., M.Pd., for their invaluable guidance, unwavering support, and scholarly insight which have been instrumental in shaping the trajectory of this thesis. Their mentorship has been a beacon of light, illuminating the path to academic excellence.

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Kudus, August 2024

Muhammad Umar

ABSTRAK

Umar, Muhammad. 2024. *“Persepsi Siswa Terhadap Penggunaan ChatGPT dalam Pembelajaran Bahasa Inggris di SMK 1 PGRI Kudus”*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Dr. Diah Kurniati, S.Pd., M.Pd. (2) Rusiana, S.Pd., M.Pd.

Kata Kunci: *Persepsi siswa, Kecerdasan buatan, ChatGPT*

Penelitian ini meneliti perspektif siswa SMK PGRI 1 Kudus dalam menggunakan model bahasa ChatGPT dari OpenAI untuk pembelajaran bahasa Inggris. Adopsi teknologi kecerdasan buatan (AI) yang cepat dalam dunia pendidikan telah mengubah proses belajar mengajar. Memahami bagaimana perangkat AI seperti ChatGPT mempengaruhi pembelajaran siswa sangat penting karena kompetensi bahasa Inggris menjadi semakin penting di dunia global. Studi ini meneliti pengalaman, masalah, dan manfaat ChatGPT siswa untuk menjelaskan dampak AI pada pengajaran bahasa.

Tinjauan literatur meneliti bagaimana siswa memandang dan menggunakan teknologi dalam pendidikan. Studi ini juga membahas bagaimana solusi yang didukung AI seperti ChatGPT dapat meningkatkan keterlibatan pembelajaran bahasa, retensi pengetahuan, dan kolaborasi. Tinjauan ini membahas tentang persepsi, target (ChatGPT), dan elemen konteks situasional yang mempengaruhi persepsi. Penelitian AI sebelumnya dalam bidang pendidikan, khususnya tentang ChatGPT, membantu menjelaskan bagaimana siswa memandang dan menggunakan teknologi ini dalam pembelajaran mereka.

Penelitian studi kasus kualitatif ini mengumpulkan data dari 32 siswa SMK PGRI 1 Kudus. Survei dan wawancara mendalam digunakan untuk mengumpulkan data dan mengevaluasinya dengan menggunakan model Miles dan Huberman yaitu reduksi data, display, dan kesimpulan.

Hasil penelitian menunjukkan bahwa siswa menggunakan ChatGPT karena kemampuannya dalam meningkatkan kemampuan bahasa Inggris, memberikan bantuan yang cepat dan akurat, dan memungkinkan pembelajaran interaktif. Namun, laporan tersebut juga mencatat adanya miskomunikasi dan perlunya mengevaluasi secara kritis konten yang dihasilkan oleh AI.

Studi ini menunjukkan bahwa siswa SMK PGRI 1 Kudus menghargai ChatGPT untuk meningkatkan pembelajaran bahasa Inggris. ChatGPT meningkatkan motivasi dan keterlibatan siswa dan melengkapi teknik pembelajaran tradisional, menurut penelitian tersebut. Penelitian ini menekankan perlunya siswa dibimbing untuk mengatasi masalah alat AI termasuk kesalahpahaman dan ketergantungan yang berlebihan. Penelitian ini menambah perdebatan tentang AI dalam pendidikan dengan memberikan saran praktis bagi para pendidik dan peneliti untuk mengoptimalkan AI dalam konteks pembelajaran bahasa.

ABSTRACT

Umar, Muhammad. 2024. *“Students’ Perception of The Use of ChatGPT in English Learning in SMK PGRI 1 Kudus”*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Advisors: (1) Dr. Diah Kurniati, S.Pd., M.Pd. (2) Rusiana, S.Pd., M.Pd.

Keywords: *Student Perception, Artificial Intelligence, ChatGPT*

This study examines SMK PGRI 1 Kudus students' perspectives on using OpenAI's ChatGPT language model for English learning. The fast adoption of artificial intelligence (AI) technology in education has changed teaching and learning. Understanding how AI tools like ChatGPT affect student learning is crucial as English competence becomes more important in our globalized world. This study examines students' ChatGPT experiences, problems, and benefits to shed light on AI's impact on language instruction.

The literature review examines how students perceive and use technology in education. It also discusses how AI-powered solutions like ChatGPT might improve language learning engagement, knowledge retention, and collaboration. The review discusses perceiver, target (ChatGPT), and situational context elements that affect perception. Previous AI in education studies, particularly those on ChatGPT, help explain how students perceive and use these technologies in their learning.

This qualitative case study study collects data from 32 SMK PGRI 1 Kudus students. Surveys and in-depth interviews were used to collect data and evaluate it using Miles and Huberman's model of data reduction, display, and conclusion.

The results show that students use ChatGPT for its capacity to enhance English, provide fast and accurate help, and enable interactive learning. However, the report also notes miscommunication and the necessity to critically evaluate AI-generated content.

This study shows that SMK PGRI 1 Kudus students valued ChatGPT for improving English learning. According to the research, ChatGPT increases student motivation and engagement and complements traditional learning techniques. The study emphasizes the need for students to be guided to overcome AI tool issues including misunderstanding and overreliance. The research adds to the AI in education debate by providing practical advice for educators and researchers to optimize AI in language learning contexts.

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