

**STUDENTS' PERCEPTIONS OF USING CHATGPT TO LEARN
ENGLISH FOR ECONOMY: A STUDY OF FIRST-YEAR
ECONOMICS EDUCATION STUDENTS**

SKRIPSI



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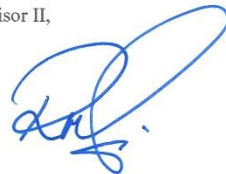
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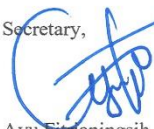
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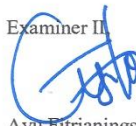
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MOTTO

"Tak perlu kau berhenti kurasi. Ini hanya sementara, bukan ujung dari rencana."

(33X – Perunggu)

"Bahwa manusia hanya memperoleh apa yang telah diusahakannya."

(QS. An-Najm: 39)

"Terus berenang, lanjutlah mendaki! Sesungguhnya bersama kesulitan ada kemudahan"

(Ega Oktaviandanu Saputra)

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Bojonegoro, 14 July 2026

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STATEMENT OF AUTHENTICITY

STATEMENT OF AUTHENTICITY

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

“Students’ Perceptions of Using ChatGPT to Learn English for Economy: A Study of First-Year Economics Education Students”

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found. I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 14 July 2026



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ABSTRACT

Saputra, Ega Oktaviandanu. 2026. *Students' Perceptions of Using ChatGPT to Learn English for Economy: A Study of First-Year Economics Education Students* Undergraduate Thesis, English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro. Advisors: (I) Meiga Ratih Tirtanawati, M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

Keywords: *ChatGPT, English for Economy, students' perceptions, English language learning, mixed methods.*

This study aimed to investigate the perceptions of first-year Economics Education students at IKIP PGRI Bojonegoro toward the use of ChatGPT in learning English for Economy, identify the benefits they experienced, and examine the challenges they encountered when using ChatGPT as a learning support tool. This study employed a *mixed-methods* approach using an *explanatory sequential design*, combining quantitative and qualitative methods. Quantitative data were collected through questionnaires distributed to 75 students, while qualitative data were obtained through semi-structured interviews with five purposively selected participants who had experience using ChatGPT for learning English for Economy. The quantitative data were analyzed using descriptive statistics in the form of percentages, while the qualitative data were analyzed using thematic analysis through the stages of *open coding*, *axial coding*, and *selective coding*. The findings revealed that students generally had positive perceptions of the use of ChatGPT in learning English for Economy. Most participants agreed that ChatGPT was easy to use, provided clear explanations, improved their understanding of English vocabulary and economic concepts, and promoted flexible and autonomous learning. Furthermore, ChatGPT helped students complete assignments more efficiently and enhanced their learning motivation by providing immediate feedback. However, the study also identified several challenges, including the possibility of inaccurate information, the need to verify ChatGPT's responses using reliable academic sources, the risk of overdependence on artificial intelligence, and limited internet connectivity among some students. Overall, the findings indicated that ChatGPT had significant potential as a supplementary learning tool for English for Economy, provided that it was used critically, responsibly, and in conjunction with lecturers' guidance and credible academic resources.

ABSTRAK

Saputra, Ega Oktaviandanu. 2026. *From Mediating Colonial Memory: An Ethnography Of Indonesian Students' Identity Negotiation Through English-Subtitled Bumi Manusia* Undergraduate Thesis, English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro. Advisors: (I) Dr. Refi Ranto Rozak, M.Pd. (II) Meiga Ratih Tirtanawati, M.Pd.

Kata kunci: ChatGPT, Bahasa Inggris untuk Ekonomi, persepsi mahasiswa, pembelajaran bahasa Inggris, metode campuran.

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa Pendidikan Ekonomi tahun pertama di IKIP PGRI Bojonegoro terhadap penggunaan ChatGPT dalam pembelajaran Bahasa Inggris untuk Ekonomi, mengidentifikasi manfaat yang mereka rasakan, serta mengkaji tantangan yang mereka hadapi dalam menggunakan ChatGPT sebagai alat pendukung pembelajaran. Penelitian ini menggunakan pendekatan metode campuran dengan desain sekuensial eksplanatori, yang menggabungkan metode kuantitatif dan kualitatif. Data kuantitatif dikumpulkan melalui kuesioner yang diberikan kepada 75 mahasiswa, sedangkan data kualitatif diperoleh melalui wawancara semi-terstruktur dengan lima partisipan yang dipilih secara purposif dan memiliki pengalaman menggunakan ChatGPT dalam pembelajaran Bahasa Inggris untuk Ekonomi. Data kuantitatif dianalisis menggunakan statistik deskriptif dalam bentuk persentase, sedangkan data kualitatif dianalisis menggunakan analisis tematik melalui tahapan *open coding*, *axial coding*, dan *selective coding*. Hasil penelitian menunjukkan bahwa mahasiswa secara umum memiliki persepsi positif terhadap penggunaan ChatGPT dalam pembelajaran Bahasa Inggris untuk Ekonomi. Sebagian besar partisipan menyatakan bahwa ChatGPT mudah digunakan, memberikan penjelasan yang jelas, meningkatkan pemahaman mereka terhadap kosakata bahasa Inggris dan konsep ekonomi, serta mendukung pembelajaran yang fleksibel dan mandiri. Selain itu, ChatGPT membantu mahasiswa menyelesaikan tugas dengan lebih efisien dan meningkatkan motivasi belajar melalui pemberian umpan balik secara langsung. Namun, penelitian ini juga menemukan beberapa tantangan, yaitu kemungkinan adanya informasi yang tidak akurat, perlunya memverifikasi respons ChatGPT menggunakan sumber akademik yang terpercaya, risiko ketergantungan yang berlebihan pada kecerdasan buatan, serta keterbatasan koneksi internet yang dialami oleh sebagian mahasiswa. Secara keseluruhan, hasil penelitian menunjukkan bahwa ChatGPT memiliki potensi yang signifikan sebagai alat pembelajaran tambahan dalam Bahasa Inggris untuk Ekonomi, dengan catatan bahwa penggunaannya dilakukan secara kritis dan bertanggung jawab serta tetap disertai dengan bimbingan dosen dan sumber akademik yang kredibel.

PREFACE

First and foremost, the Researcher expresses profound gratitude to Allah SWT for His grace and guidance, which enabled the completion of this undergraduate thesis entitled “Students’ Perceptions of Using ChatGPT to Learn English for Economy: A Study of First-Year Economics Education Students.” This thesis is submitted as a partial fulfillment of the requirements for the Sarjana Pendidikan degree in English Education at IKIP PGRI Bojonegoro.

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The Researcher acknowledges that this thesis has limitations and welcomes constructive criticism and suggestions. It is hoped that this thesis will be useful for readers and future researchers, particularly in the field of English Education and ChatGPT-assisted language learning.

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TABLE OF CONTENT

APPROVAL SHEETS.....	i
LEGITIMATION.....	ii
ACKNOWLEDGEMENT	iii
STATEMENT OF AUTHENTICITY	v
MOTTO	iii
ABSTRACT.....	v
ABSTRAK.....	vii
PREFACE	viii
TABLE OF CONTENT	ix
LIST OF FIGURES	xii
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Formulation of the Problems	3
C. Objectives of the Study.....	3
D. Significance of the Study.....	4
1. Theoretical Significance.....	4
2. Practical Significance.....	4
E. Definition of Terminologies	4
1. ChatGPT.....	4
2. English for Economy.....	5
3. Students' Perceptions	5

4. Artificial Intelligence (AI)	6
5. First -Year Economics Education Students.....	6
CHAPTER II LITERATURE REVIEW	7
A. Review of Previous Studies	7
B. Theoretical Review	8
1. Artificial Intelligence (AI) in Education	8
2. ChatGPT in Language Learning	8
3. English for Economy from an ESP Perspective.....	9
4. Vocabulary Learning in English for Economy	10
5. Students' Perceptions toward AI-Based Learning Tools	10
6. Students' Perspective	12
C. Theoretical Framework.....	13
CHAPTER III RESEARCH METHODOLOGY	15
A. Research Design	15
B. Research Setting	16
C. Data and Data Sources	17
D. Data Collection Techniques.....	19
1. Open-Ended Questionnaire	19
2. Semi-Structured Interview	20
3. Document Analysis	20
4. Triangulation of Data Collection Techniques	20
E. Data Analysis Technique	21
F. Data Validation Techniques.....	23
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	26

A. Research Findings.....	26
1. Students' Perceptions toward Using ChatGPT to Learn English for Economy.....	26
2. Benefits of Using ChatGPT in Learning English for Economy.....	29
3. Challenges of Using ChatGPT in Learning English for Economy	34
B. Discussion.....	36
CHAPTER V CONCLUSION AND SUGGESTIONS	39
A. Conclusion	39
1. Students' Perceptions toward Using ChatGPT to Learn English for Economy.....	39
2. Benefits of Using ChatGPT in Learning English for Economy.....	39
3. Challenges of Using ChatGPT in Learning English for Economy	40
B. Suggestions	40
1. For Students	40
2. For Lecturers	41
3. For Future Researchers	41
REFERENCES.....	42
APPENDIX.....	44

LIST OF FIGURES

Figure 1 Conceptual Framework of the Study	14
Figure 2 Interview with Economics Students IKIP PGRI Bojonegoro.....	52

LIST OF TABLE

Table 1 Students' Perceptions toward Using ChatGPT	27
Table 2 ChatGPT Improves Students' English Vocabulary Related to Economics	30
Table 3 ChatGPT Helps Students Understand Economic Concepts Written in English	30
Table 4 ChatGPT Encourages Independent Learning	30
Table 5 Participants' Profile	33
Table 6 Main Themes Identified	35
Table 7 Sample of Initial Coding	54
Table 8 Development of Categories from Initial Codes.....	54
Table 9 Derivation of Themes from Categories	54
Table 10 Summary of Thematic Analysis	55
Table 11 Frequency and Percentage of Survey Responses	56
Table 12 ChatGPT Helps Students Learn English for Economy	56
Table 13 ChatGPT Improves Students' English Vocabulary Related to Economics	56
Table 14 ChatGPT Helps Students Understand Economic Concepts Written in English	56
Table 15 ChatGPT Encourages Independent Learning	56
Table 16 Students' Overall Perceptions of Using ChatGPT to Learn English for Economy	57
Table 17 Individual Respondent Answers to Survey Statements.....	61
Table 18 Example of Individual Respondent Questionnaire Responses.....	63
Table 19 Recapitulation of Questionnaire Responses	63

LIST OF APPENDICES

Appendix 1 Initial Data Questionnaire	44
Appendix 2 Interview with Economics Students IKIP PGRI Bojonegoro	52
Appendix 3 Interview Guideline	53
Appendix 4 Coding Process	54
Appendix 5 Summary of Thematic Analysis on User Perceptions of ChatGPT .	55
Appendix 6 Questionnaire Data Analysis	56
Appendix 7 Interview Transcript	58
Appendix 8 Questionnaire Responses	63

CHAPTER I

INTRODUCTION

A. Background of the Study

The rapid development of technology in recent years has significantly influenced various aspects of human life, including the field of education. One of the most impactful technological developments is Artificial Intelligence (AI), which has increasingly been integrated into teaching and learning processes. According to Dwivedi et al. (2023), AI-based tools are now widely used in education to support students in accessing information, improving learning efficiency, and enhancing academic performance. In language education, AI provides new opportunities for learners to practice language skills independently and interact with learning materials in more flexible ways.

One AI-based tool that has gained considerable attention among university students is ChatGPT. ChatGPT is an AI-powered language model that can generate texts, explain concepts, correct grammar, and provide examples in various contexts. Rahman and Watanobe (2024) state that ChatGPT functions as an interactive learning assistant that supports students in understanding language structures, expanding vocabulary, and completing academic tasks. Because of its accessibility and instant responses, many students rely on ChatGPT as a supplementary learning tool, especially in learning English.

English plays a crucial role in higher education, particularly for students who study economics. In the context of globalization, English is widely used as the main language of business, finance, and economics. Therefore, economics students are expected to master not only general English but also English for Economy, which focuses on language used in economic and business contexts. English for Economy is part of English for Specific Purposes (ESP), which emphasizes language learning based on learners' academic and professional needs. Hyland (2018) explains that ESP focuses on helping learners acquire language skills relevant to their specific fields of study, including specialized vocabulary and discourse.

One of the major challenges faced by economics students in learning English for Economy is the mastery of economic vocabulary. Vocabulary is a fundamental component of language learning, especially in ESP contexts. Nation (2016) emphasizes that vocabulary knowledge is essential for understanding academic texts and producing meaningful communication. In economics, students are required to understand and use specific terms such as *inflation*, *economic growth*, *supply and demand*, *market equilibrium*, *financial statements*, *investment*, *profit and loss*, and *budget planning*. These terms are commonly found in textbooks, academic articles, and professional communication. However, many students struggle to understand these terms and use them accurately in spoken and written English.

For first-year students of the Economics Education Department at IKIP PGRI Bojonegoro, learning English for Economy becomes more challenging as they begin to deal with more complex academic materials. At this stage, students are expected to read economic texts, write reports, and communicate ideas using appropriate economic terminology. According to Susanto and Widodo (2020), students often face difficulties in understanding technical vocabulary and applying it correctly in academic writing. These difficulties may affect their confidence and performance in learning English.

To overcome these challenges, many students turn to digital tools to support their learning. ChatGPT has become one of the tools frequently used by students to assist them in learning English for Economy. Students commonly use ChatGPT to ask for explanations of economic terms, request examples of sentences using economic vocabulary, rewrite texts in a more formal or academic style, and generate drafts for assignments. A study by Kasneci et al. (2023) shows that AI-based language models can help learners improve vocabulary usage and writing organization, especially in academic and professional contexts.

Despite its potential benefits, the use of ChatGPT in learning English also raises several concerns. Some researchers argue that excessive reliance on AI may reduce students' critical thinking skills and originality. According to Al-Ghadhban (2023), AI-generated content may sometimes lack accuracy or contextual appropriateness, especially in specialized fields such as economics. Therefore,

students need to use ChatGPT critically and responsibly, rather than depending on it entirely. Understanding students' perceptions of ChatGPT is important to determine whether they use the tool as a learning aid or merely as a shortcut to complete tasks.

Although research on AI in language learning has increased in recent years, studies that specifically focus on students' perceptions of using ChatGPT to learn English for Economy are still limited, particularly in the Indonesian higher education context. Most existing studies focus on general English or writing skills. This research gap highlights the need to explore how economics students perceive the use of ChatGPT, what benefits they experience, and what challenges they face when using the tool to learn English for Economy.

Therefore, this study aims to investigate the perceptions of first-year Economics Education students at IKIP PGRI Bojonegoro toward the use of ChatGPT in learning English for Economy. By understanding students' perceptions, this study is expected to provide insights for lecturers, institutions, and future researchers regarding the integration of AI-based tools in ESP learning, particularly in the field of economics.

B. Formulation of the Problems

1. What are the perceptions of the first-year Economics Education students at IKIP PGRI Bojonegoro toward using ChatGPT to learn English for Economy?
2. What benefits do students experience when using ChatGPT to support their English for Economy learning?
3. What challenges do students face while using ChatGPT to learn English for Economy?

C. Objectives of the Study

1. To describe the perceptions of first-year Economics Education students toward using ChatGPT to learn English for Economy.
2. To identify the benefits students experience when using ChatGPT for English for Economy learning.

3. To identify the challenges students encounter while using ChatGPT to learn English for Economy.

D. Significance of the Study

1. Theoretical Significance

This study contributes to the literature on AI-supported learning, particularly within the context of English for Specific Purposes (ESP), focusing on English for Economy.

2. Practical Significance

- a. For Students: Provides insights into how ChatGPT can be used effectively and responsibly.
- b. For Teachers: Helps educators design better strategies that integrate AI tools appropriately.
- c. For Institutions: Supports policy-making regarding the academic use of AI tools.
- d. For Future Researchers: Serves as a reference for future studies on AI-assisted language learning.

E. Definition of Terminologies

1. ChatGPT

OpenAI (2023) defines ChatGPT as an artificial intelligence language model that is designed to understand user input and generate human-like text responses based on large-scale data training. ChatGPT is capable of assisting users in various language-related tasks such as writing, revising, and explaining information.

Dwivedi et al. (2023) explain that ChatGPT is a generative AI tool that supports learning by providing instant feedback, explanations, and content generation, which can enhance students' engagement and efficiency in academic activities.

Kasneci et al. (2023) state that ChatGPT functions as an interactive learning assistant that can support students in developing writing skills, vocabulary usage, and conceptual understanding across different disciplines. Based on the definitions above, ChatGPT in this study refers to an AI-based language tool that assists

students in learning English by providing explanations, examples, and language support, particularly in the context of English for Economy.

2. English for Economy

Hyland (2018) explains that English for Specific Purposes (ESP) is an approach to language teaching that focuses on learners' specific academic and professional needs, including specialized vocabulary and discourse. English for Economy is a part of ESP that addresses language use in economic contexts.

Basturkmen (2019) defines English for specific academic disciplines as English that emphasizes the development of language skills required to understand subject-related texts and communicate ideas effectively within a particular field of study.

Anthony (2018) states that English used in economics involves specific terminology, text structures, and communication styles commonly found in economic reports, academic articles, and professional discussions.

Based on these explanations, English for Economy in this study is defined as English learning that focuses on economic vocabulary, academic texts, and communication skills needed by economics students in academic and professional contexts.

3. Students' Perceptions

Pickens (2016) defines perception as an individual's way of interpreting and understanding information based on personal experiences, beliefs, and attitudes.

Sternberg and Sternberg (2017) explain that perception refers to how individuals organize and interpret stimuli to form meaningful understanding, which influences their responses and behaviors.

Liu and Jackson (2020) state that students' perceptions in educational settings reflect learners' opinions, feelings, and evaluations toward learning activities, methods, or tools.

Based on the definitions above, students' perceptions in this study refer to students' opinions, feelings, and evaluations regarding the use of ChatGPT as a learning tool in English for Economy.

4. Artificial Intelligence (AI)

Russell and Norvig (2016) define Artificial Intelligence as the study of intelligent agents that can perceive their environment and take actions to achieve specific goals.

Luckin et al. (2016) describe AI in education as computer systems that are designed to support teaching and learning processes by adapting to learners' needs and providing personalized assistance.

Dwivedi et al. (2023) explain that AI refers to computational systems capable of performing tasks that normally require human intelligence, such as language processing and decision-making.

Based on these definitions, Artificial Intelligence in this study refers to computer-based systems, including ChatGPT, that are designed to support learning activities by processing language and providing intelligent responses.

5. First -Year Economics Education Students

Creswell (2018) defines research participants as individuals who are selected based on specific characteristics relevant to the purpose of a study.

Etikan et al. (2016) explain that purposive sampling involves selecting participants who have sufficient experience and knowledge related to the research topic.

Sugiyono (2019) states that university students are individuals enrolled in higher education who are expected to develop academic competence and professional skills.

Based on these explanations, first -year Economics Education students in this study refer to students in semester two of the Economics Education Department at IKIP PGRI Bojonegoro who have experience using ChatGPT in learning English for Economy.