

ABSTRACT

ARI FAHRI AHMAD SULINTANG. 2025. “*EXPLORING THE USE OF AI CHATGPT IN ENGLISH LANGUAGE TEACHING: TEACHERS' EXPERIENCES AND PERCEPTIONS*”. English Education Department. Faculty of Educational Sciences and Teachers' Training. Siliwangi University. Tasikmalaya.

This study investigates English teachers' experiences and perceptions regarding the use of Artificial Intelligence (AI), specifically ChatGPT, in English Language Teaching (ELT) at the junior high school level in Tasikmalaya, Indonesia. A qualitative descriptive case study design was adopted, guided by the Technology Acceptance Model (TAM) with a focus on Perceived Usefulness and Perceived Ease of Use. Data were obtained through semi-structured interviews with three English teachers and analyzed using thematic analysis as outlined by Braun and Clarke (2006). The results suggest that teachers generally maintain positive attitudes toward integrating ChatGPT into classroom practices. ChatGPT is regarded as user-friendly and effective in improving instruction efficiency, supporting creativity, and increasing learner participation. Teachers indicated that the tool facilitates lesson planning, material development, and motivates students to practice language skills. Nevertheless, concerns were identified, including student excessive dependence on technology, plagiarism, content inaccuracy, and ethical considerations. ChatGPT is ultimately perceived as a helpful tool rather than a replacement for teachers. The study points out the requirement of clear usage guidelines, comprehensive teacher training, and institutional support to guarantee the accountable and effective implementation of ChatGPT in ELT.

Keywords: ChatGPT, Artificial Intelligence, English Language Teaching (ELT), Teachers' Perceptions, Technology Acceptance Model.