

# **THE INVESTIGATION OF TEACHERS' AND STUDENTS' ATTITUDES AND ENJOYMENT TOWARDS CHATGPT FOR ENGLISH LANGUAGE LEARNING: A MIXED-METHODS STUDY**

**By**

**Ni Made Karina Putri Winarsa, NIM 2112021214**

**English Language Education**

## **ABSTRACT**

Previous research on ChatGPT revealed a positive and negative attitude among teachers and students, highlighting the need for further investigation. While most studies focused on the university level, there is an essential gap in research focusing on secondary school settings exploring the enjoyment that affects attitudes. Therefore, this study aimed to investigate teachers' and students' attitudes and enjoyment towards ChatGPT in English language learning. Using an explanatory sequential mixed-method design, the research involved 8 English teachers and 311 students from a secondary school in Singaraja. The data were collected through surveys and interviews using adapted Pupils' Attitudes Toward Technology Short Questionnaire (PATT-SQ) and Foreign Language Enjoyment Scale (FLES) instruments. The quantitative data was analyzed using an ideal mean score and supported by mode value, meanwhile, the qualitative data was analyzed by using thematic analysis. Findings from this study revealed that teachers and students demonstrated a generally positive attitude toward using ChatGPT in English language learning. Quantitative data showed high interest levels and low boredom, particularly among teachers, while students showed more neutral attitudes toward their responses. Qualitative interviews further highlighted that ChatGPT contributed to emotional well-being, increased engagement, and reduced academic stress. Also, concerns arise from the teachers and students due to input clarity, negative behavioral risks, and overreliance on ChatGPT. Through this study, teachers and students could consider which attitudes are needed in using ChatGPT in class and teaching preparation. Future studies could explore the topic in a broader scope of settings to determine whether the same patterns of enjoyment and attitudes emerge in different learning environments.

**Keywords:** ChatGPT, teachers' attitude, students' attitude, enjoyment, English language learning

# **STUDI TENTANG SIKAP DAN KENIKMATAN GURU DAN SISWA TERHADAP CHATGPT UNTUK PEMBELAJARAN BAHASA INGGRIS: STUDI METODE CAMPURAN**

**Oleh**

**Ni Made Karina Putri Winarsa, NIM 2112021214**

**Prodi Pendidikan Bahasa Inggris**

## **ABSTRAK**

Penelitian sebelumnya mengenai penggunaan ChatGPT menunjukkan adanya sikap positif dan negatif dari guru dan siswa, sehingga memerlukan penyelidikan lebih lanjut. Sebagian besar studi berfokus pada tingkat universitas, sedangkan penelitian di lingkungan sekolah menengah, terutama mengeksplorasi kenyamanan sebagai faktor yang memengaruhi sikap, masih terbatas. Penelitian ini menyelidiki sikap dan kenyamanan guru serta siswa terhadap ChatGPT dalam pembelajaran bahasa Inggris, menggunakan desain metode campuran sekuensial eksplanatif. Sebanyak 8 guru dan 311 siswa dari salah satu SMA di Singaraja berpartisipasi melalui survei dan wawancara, menggunakan instrumen PATT-SQ dan FLES yang telah diadaptasi. Data kuantitatif dianalisis dengan menggunakan rata-rata ideal dan didukung dengan skor modus, sementara itu, data kualitatif dianalisis menggunakan analisis tematik. Hasil menunjukkan sikap yang umumnya positif, dengan tingkat minat tinggi dan kebosanan rendah pada guru, serta sikap lebih netral pada siswa. Wawancara mengungkapkan kontribusi ChatGPT terhadap kesejahteraan emosional, keterlibatan, dan pengurangan stres akademik, meskipun terdapat kekhawatiran akan perilaku negatif dan ketergantungan. Penelitian ini membantu guru dan siswa memahami sikap yang dibutuhkan, serta mendorong studi lanjut di konteks tempat yang lebih luas.

**Kata Kunci:** ChatGPT, sikap guru, sikap siswa, kenyamanan, pembelajaran Bahasa Inggris