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## THE USE OF CHATGPT IN THE ENGLISH LEARNING AT BUSINESS ENGLISH COMMUNICATION PROGRAM

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### Abstract

This research explores the role of ChatGPT in the English learning process. It focused on the impacts and the effectiveness of using ChatGPT. It examined how students engage with this AI-powered tool in their English language learning, particularly in enhancing communication skills needed for professional business contexts. The study was conducted in Business English Communication Program. It used in-depth interview protocol to figure out data on the use of ChatGPT and the students' perceptions towards the use of such application. Through a descriptive qualitative study, the findings reveal that students find ChatGPT helpful in improving their communication skills, with the major responses indicating a positive impact on vocabulary acquisition and overall engagement in the English learning process. These insights highlight both the potential benefits and challenges of using AI in educational settings, contributing to the growing field of technology-enhanced learning.

## 1. INTRODUCTION

In the field of Business English Communication study, the integration of technological innovations reshapes educational methodologies, offers new avenues for enhanced learning experiences. Among these innovations, ChatGPT emerges as a prominent tool, leveraging artificial intelligence to facilitate communication and learning. Understanding the role of ChatGPT in the learning process for the students at Business English Communication program holds a significant relevance. This research aims to delve into the dynamic interplay between ChatGPT and the English learning process, exploring its potential contributions and challenges.

The main variable in this study is the use of ChatGPT as a learning tool, while the dependent variable is students' perceptions and the impacts of using ChatGPT in the English learning process. By examining how ChatGPT is integrated into their study, the students' perception towards its impact on their learning experiences and outcomes is counted. The study about the use of ChatGPT in language education contributes valuable insights to the evolving landscape of technology-assisted language learning.

The incorporation of Artificial Intelligence (AI) in education, emblematic of the Fourth Industrial Revolution (Industrial Revolution 4.0) and the societal transition to Society 5.0, marks a transformative era characterized by automation, data exchange, and problem-solving integration. Fahimirad and Kotamjani (2018) state “the effective application of artificial intelligence methods is considered as a means of improving the quality of teaching and learning”. This reference sets the stage for examining the integration of AI, including tools like ChatGPT, into traditional educational methods. Moreover, it establishes a context for understanding the perceptions of students and educators, a dependent variable in this study, as they engage with AI-driven language learning tools within the evolving educational landscape.

This study investigates a multifaceted array of variables to comprehensively understand the impact and dynamics of integrating ChatGPT, an advanced AI language model, into English language learning for business communication students. The first variable, "Frequency and Context of ChatGPT Usage," explores how students engage with ChatGPT in their language learning endeavors and the specific contexts in which this AI tool is employed. The second variable, "Perceived Impact of ChatGPT," delves into students' subjective assessments, aiming to discern the effectiveness and influence of ChatGPT on various language skills, including vocabulary acquisition and grammar proficiency. The third variable, "Integration with Traditional Methods," scrutinizes the interplay between ChatGPT and established language teaching methodologies, shedding light on whether it aligns with or challenges conventional instructional practices. The fourth variable, "Student and Educator Perceptions of ChatGPT," encapsulates the subjective experiences and attitudes of both learners and educators, providing a holistic view of how ChatGPT is perceived within the language learning environment. These variables collectively form the foundation for a nuanced exploration of the role of ChatGPT in language education, contributing valuable insights to the evolving landscape of technology-assisted language learning. There are numerous studies about using this application to the learning process. A few of them are:

First, Kaharuddin (2021) in his study examined the use of AI for teaching reading and providing feedback, improvement in students' writing skills and students' attitudes towards these methods. Conducted in higher schools in Makassar, the study used questionnaires distributed to 100 students, with data from 83 respondents analyzed using path analysis. The findings revealed that AI applications for teaching reading indirectly improved students' writing skills through their attitudes. Additionally, lecturer-provided feedback had both direct and indirect effects on writing skills, also mediated by students' attitudes, contributing 34.8% to the observed improvement.

Second, Kushmarm (2022) in his study used a descriptive-analytic approach to explore the role of AI in English language acquisition. This research involved a comprehensive literature review and responses from 418 English language learners at Ukrainian universities. The findings indicated a high level of understanding of AI in language learning but also highlighted concerns about cyber-attacks and the loss of personal information. The study noted a significant lack of spontaneity and creativity among learners using AI, underscoring the need for human content designers and educational experts in AI integration.

Third, Moses (2021) in his study aimed to scrutinize an AI platform's potential in facilitating educational processes and assessing student performance. Using a qualitative approach, the research involved in-depth interviews and literature reviews. The findings showed that AI technology is a valuable tool for advancing English learning among students.

Fourth, Kim (2019) conducted a study aimed to investigate the influence of AI chatbot on enhancing English grammar skills among Korean college students. The study involved 70 undergraduate students, with a chatbot group and a human group. Over 16 weeks, the chatbot

group engaged in chat sessions with an AI chatbot, while the human group interacted with human partners. Pre- and post-tests assessed grammar skills improvement, and the results showed significant improvements in both groups, with the chatbot group showing superior progress.

Based on the previous studies above, the present study lies similar variable, the use of AI applications in language learning. However, this study used a specific AI application, that is, ChatGPT in English learning process. Undeniably, this application is now used by most students in Business English Communication Program to help them understand English learning material

## **2. THEORETICAL BASIS**

### **2.1 ChatGPT**

ChatGPT, a generative language model developed by OpenAI, has garnered significant attention since its launch in 2022 due to its diverse capabilities in natural language processing. ChatGPT utilizes advanced natural language understanding to respond to complex commands by analyzing and comprehending input text (Juhi et al., 2023). It is built on the Generative Pre-trained Transformer (GPT) architecture, which enables it to simulate human conversations and generate text based on its training data (Suárez et al., 2024). The model has shown strong performance in tasks such as answering questions, generating text, and completing prompts (Das et al., 2023). One of the key strengths of ChatGPT lies in its ability to generate human-like text in response to a wide range of queries, making it a valuable tool in various domains such as education, journalism, and healthcare (Eysenbach, 2023; Pavlik, 2023).

In other words, ChatGPT's emergence as a powerful language model has opened up new possibilities in natural language processing, enabling it to excel in tasks ranging from answering questions to supporting clinical decision-making. Its potential applications span across diverse fields, showcasing its adaptability and effectiveness in generating human-like text responses to a wide array of prompts.

### **2.2 English Language learning**

English language learning encompasses various theories, approaches, and methodologies that aim to enhance language acquisition and proficiency. Communicative Language Teaching (CLT) is a prominent approach that focuses on developing learners' communicative competence (Canale & Swain, 1980). This method emphasizes real-life communication and interaction, enabling students to use language in authentic contexts (Leung & London, 2005). CLT has been recognized for its effectiveness in fostering language skills and promoting meaningful language use (Radosavlevikj, 2020). Task-based learning is another significant methodology in English language education. It involves engaging students in real-world tasks that require language use, promoting language acquisition through practical application (Ma & He, 2016). The importance of authentic language use in real-world contexts is a key aspect of effective language learning. Authenticity in language learning materials and tasks enhances students' motivation and engagement (Lee & Wallace, 2018). Authentic language use provides students with exposure to diverse linguistic contexts, improving their language comprehension and production skills (Astriana & Sulistyaningsih, 2020).

In short, theories such as CLT, methodologies like task-based learning, and the emphasis on authentic language use play crucial roles in English language education. By integrating these approaches, educators can create dynamic learning environments that

promote language acquisition, foster communicative competence, and prepare students for effective communication in real-world settings.

### **2.3 Writing Skills**

Writing skills are an essential aspect of communication and academic success, acting as a bridge that connects individuals across different contexts and cultures. Writing is a language ability utilized for indirect interaction. Through written mediums like letters, messages, or invitations, students express their ideas and thoughts to others, allowing for a diverse exchange of knowledge and understanding (Nurdianingsih & Purnama, 2017). Furthermore, writing is viewed as a crucial productive skill that ought to be developed in the process of teaching and learning a language (Abdelfatah Abdelhameed, 2020). This underscores the significance of nurturing writing abilities, not just as a means of academic evaluation, but as a fundamental tool for personal expression, professional communication, and cultural engagement. The development of writing skills is thus integral to personal growth, career advancement, and the fostering of global connections.

AI-powered writing assistants, such as ChatGPT, are instrumental in supporting language learners, especially in enhancing their writing skills. These tools provide real-time feedback, corrections, and tailored language enhancement suggestions that cater to the specific needs of business English communication students. By utilizing advancements in natural language processing and machine learning, these intelligent writing assistants can offer synchronous feedback on various aspects of writing, including grammar, vocabulary, sentence structure, and style (Dizon & Gayed, 2021). They surpass traditional text editors by providing insights into more intricate writing elements like verb tenses and word choice (Frankenberg-Garcia, 2020).

For business English communication students, AI-powered writing assistants offer particular benefits. They aid learners in honing their written communication skills, ensuring that their messages are clear, professional, and effective in a business context. By providing tailored suggestions for business-specific language usage, formal tone, and appropriate terminology, these tools support students in creating documents like emails, reports, and presentations that adhere to professional communication standards.

In conclusion, AI-powered writing assistants are invaluable resources for language learners, including business English communication students, by providing real-time feedback, correction suggestions, and tailored language enhancements. By harnessing the capabilities of these tools, students can refine their writing skills, enhance their proficiency in professional communication, and ultimately improve their overall language proficiency.

### **2.4 Students' Perception**

Students' perceptions of AI-powered writing assistance tools like ChatGPT in language education contexts have been a subject of interest in recent literature. Studies have explored various aspects related to students' attitudes towards using technology for language learning, the perceived usefulness and effectiveness of AI writing assistants, as well as any concerns or reservations they may have regarding these tools.

A Research by Alharbi (2023) delves into educators' and researchers' perceptions of learners' use of AI-powered writing tools, providing insights into recommendations for integrating these tools into the classroom. Ciampa (2023) highlights the potential of ChatGPT to enhance students' reading comprehension, writing, language, and research skills by guiding them through different stages of the writing process. These findings suggest a positive outlook on the integration of AI writing assistants in language education.

However, concerns regarding the ethical implications and academic integrity associated with AI-powered tools have also been raised. Chen & Lin (2023) propose the application of

the POWER principles to maximize the benefits and minimize the drawbacks of AI use, emphasizing the importance of ethical considerations in leveraging artificial intelligence in educational settings. Yeo (2023) addresses questions of authorship and academic integrity in the context of AI writing assistants, shedding light on the challenges posed by these tools in maintaining academic honesty.

Overall, the literature indicates a growing interest in the potential of AI-powered writing assistants to enhance language learning experiences for students. While there is optimism about the benefits these tools can offer in improving writing skills and facilitating the learning process, there is also a recognition of the need to address ethical concerns and ensure the maintenance of academic integrity when integrating AI technologies in educational settings.

### **3. RESEARCH METHODS**

This study employed a descriptive qualitative research design to investigate the role of ChatGPT and the students' perception towards the use of such application in the English learning process. A qualitative approach is chosen to enable a deeper exploration of students' subjective experiences, attitudes, and perceptions, as well as the broader contextual factors that shape their learning environment. The subject of this research was the students at Universitas Negeri Makassar. They were selected purposively taking the students at Business English Communication Program who used ChatGPT highly frequent in their English language learning. The instrument of collecting data was protocols of semi-structured interviews.

#### **3.1. Data Analysis**

The process requires careful consideration of the context in which the data were collected and an awareness of the researcher's influence on the data interpretation (Miles & Huberman, 2014). The stages are as follows:

- 1) Data Condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in interview transcripts. This involves coding, summarizing, and developing themes and categories that help in drawing meaningful conclusions.
- 2) Data display involves organizing and compressing information into a format that allows for easy interpretation and conclusion drawing, that is, through presenting the extracts of interview.
- 3) Drawing and verifying conclusions is the final step in interpreting what the data mean by noting patterns, explanations, and causal relationships through discussions.

### **4. RESULTS AND DISCUSSION**

#### **4.1 Results**

##### **4.1.1 The role of ChatGPT**

It was found that there are three roles of using ChatGPT in English learning, they are as follows:

##### **1) Daily learning assistant**

The participants were prompted to share their experiences with ChatGPT, particularly how they utilized it to enhance their understanding or practice of Business English Communication. This involved detailing specific instances in which the tool contributed to

their learning process, such as for clarifying complex concepts, improving presentations, or assisting with language tasks like grammar and vocabulary. The following extracts show how frequent and experiential to use ChatGPT in the English learning process.

Extract 1:

"I use it to create presentations and find answers easily. I also use it to answer lecturer quizzes. I also use it to answer mid tests or final tests from lecturers."

Extract 2:

"I use it to translate, because I have a more organized grammar. I also use it to make correct sentences. I use it for presentation material."

Extract 3:

"I use it to practice my English skills, help summarize articles or reports, and also help answer quizzes from lecturers. I have also received help communicating with ChatGPT. I also use it to look for presentation ideas and references. I have also used it during the mid test or final test. I have also used it to create presentation questions and answer presentation questions."

Extract 4:

"I use it to improve grammar or vocabulary that I forgot. I also use it for presentations, and also create complex business concepts. I also use it to answer mid tests or final tests. I also use it to answer and ask questions during presentations."

## 2) The most helpful tool

Participants were asked to identify the specific areas of Business English Communication where ChatGPT proved most helpful. The focus was on determining which aspects of the learning process, such as vocabulary, grammar correction, writing assistance, or speaking practice, benefitted the most from the tool. The following extracts show the students' responses about how helpful ChatGPT.

Extract 5:

"Correct grammar".

Extract 6:

"Most useful when I use it for translating and understanding vocabulary".

Extract 7:

"Most useful in improving presentation skills".

Extract 8:

"Understanding vocabulary and improving vocabulary".

Extract 9:

"Helps communication via email, because I use it to use polite words".

The responses to this question highlight several specific areas where Business English Communication students find ChatGPT to be most helpful. A significant number of students reported that ChatGPT is particularly useful for correcting grammar. This tool's ability to provide immediate and accurate grammar correction helps students produce more polished and professional writing, which is essential in business communication.

Another key area of usefulness identified by the students is vocabulary. Several students mentioned that ChatGPT is instrumental in helping them understand and improve their vocabulary. This includes translating terms and providing definitions, which enhances their ability to comprehend and use business-specific language effectively. For instance, one student noted that ChatGPT is most useful for translating and understanding vocabulary, while another highlighted its role in both understanding and improving vocabulary.

Presentation skills also emerged as an area where ChatGPT proves beneficial. One student specifically pointed out that ChatGPT is most useful in improving presentation skills. This suggests that the tool assists in organizing and refining presentation content, helping students convey their ideas more clearly and confidently.

Additionally, ChatGPT aids in communication via email, as mentioned by a student who uses it to incorporate polite language in their email correspondence. This indicates that ChatGPT helps students maintain appropriate tone and formality in their business communications, which is crucial for professional interactions. While the extracts highlight these strengths, they do not explicitly mention areas where ChatGPT falls short. However, the focus on grammar correction, vocabulary enhancement, presentation skills, and email communication suggests that these are the primary benefits experienced by students. The absence of negative feedback in these responses could imply a generally positive perception of ChatGPT's capabilities among the students surveyed.

### 3) The effective and engaged resources

To assess ChatGPT's role in comparison to traditional learning resources, students were asked to evaluate how its effectiveness and engagement compared to that of textbooks and teachers. This aimed to determine whether ChatGPT provided a more, equally, or less effective learning experience in Business English Communication.

Extract 10:

“Less effective”

Extract 11:

“Very effective”

The responses to this question reveal a predominantly positive perception of ChatGPT's effectiveness and engagement compared to traditional learning resources. Out of the six respondents, five indicated that they found ChatGPT to be very effective, suggesting that the tool significantly enhances their learning experience.

One student found ChatGPT to be less effective than traditional resources. This divergence may reflect individual differences in learning preferences or experiences with the tool. However, the majority's positive responses suggest that ChatGPT generally provides substantial benefits.

Students who found ChatGPT very effective noted that it offers immediate assistance, personalized feedback, and a high degree of interactivity. These factors likely contribute to their enhanced learning experiences. The tool's ability to quickly correct grammar, provide vocabulary support, and assist with presentation preparation and email communication are likely reasons for its high effectiveness rating.

In terms of engagement, students likely find ChatGPT more engaging due to its interactive nature. Unlike textbooks, which are static, or teachers, who may not always be available, ChatGPT provides real-time responses and can simulate various business communication scenarios, making learning more dynamic and immersive.

The predominance of positive feedback in these extracts suggests that ChatGPT complements traditional learning resources by providing a flexible, responsive, and interactive platform for students to practice and improve their Business English Communication skills.

#### 4.1.2 The students' perceptions towards the use of ChatGPT in their English learning process

##### 1) ChatGPT is the supportive resource

Participants were also asked to compare the level of support they received from ChatGPT with that provided by traditional learning resources, including textbooks and teachers. This comparison was intended to explore whether students found ChatGPT to be more supportive, equally supportive, or less supportive in their studies.

Extract 12:

“Both support”

Extract 13:

“Very supportive”

The responses to this question indicate a strong positive perception of ChatGPT's supportiveness and engagement compared to traditional learning resources. The majority of the respondents found ChatGPT to be very supportive, while others mentioned that both ChatGPT and traditional resources (textbooks and teachers) are supportive.

Three students explicitly described ChatGPT as "very supportive," suggesting that they find it to be a highly reliable and helpful tool in their learning process. These students likely appreciate the immediate feedback, personalized assistance, and interactive features of ChatGPT, which may contribute to a more engaging and supportive learning environment. Three other students indicated that both ChatGPT and traditional resources provide support. This response implies that they see ChatGPT as a complementary tool rather than a replacement for traditional methods. They likely benefit from the unique advantages of both types of resources: the depth and structured knowledge from textbooks and the personal guidance from teachers, combined with the immediacy and versatility of ChatGPT.

The notion of supportiveness in this context encompasses various aspects, such as the ease of accessing information, the clarity of explanations, the relevance of the content to business communication, and the ability to practice and receive feedback. ChatGPT appears to excel in these areas, making it a valuable addition to the students' educational toolkit.

In terms of engagement, the interactive nature of ChatGPT likely makes it more engaging compared to traditional textbooks. The ability to simulate real-life business communication scenarios, ask questions in real-time, and receive immediate responses keeps students actively involved in their learning process. This level of engagement can be crucial for retaining information and developing practical communication skills.

##### 2) The positive effects of ChatGPT in English Language Proficiency and Confidence

The students were encouraged to reflect on any changes they noticed in their language proficiency or confidence in Business English Communication after incorporating ChatGPT into their learning routine. This included assessing improvements in areas such as grammar, vocabulary, writing skills, and overall confidence in using English for business purposes.

Extract 14:

“I feel like I put forward ideas more smoothly”.

Extract 15:

“I feel my English proficiency is increasing”.

Extract 16:

“I feel there is a change in using more correct sentences”.

Extract 17:

“I feel there is an increase in language proficiency”.

Extract 18:

“I feel increased self-confidence and improved writing skills”.

The responses to this question indicate positive changes in both language proficiency and confidence among the students since incorporating ChatGPT into their study routines. The extracts highlight several key improvements experienced by the students.

One student mentioned that they feel they can put forward ideas more smoothly. This suggests that using ChatGPT has helped them articulate their thoughts more clearly and confidently in English. This improvement is crucial in business communication, where clear and effective expression of ideas is essential.

Several students reported an increase in confidence in using English. Specifically, one student stated, "I feel increased confidence in using English," while another noted increased self-confidence and improved writing skills. These responses suggest that regular interaction with ChatGPT has helped them become more comfortable and self-assured in their language abilities, likely due to the immediate feedback and practice opportunities the tool provides.

In terms of language proficiency, multiple students observed improvements. One student said, "I feel my English proficiency is increasing," while another mentioned, "I feel there is an increase in language proficiency." These improvements are likely a result of the diverse functionalities of ChatGPT, such as grammar correction, vocabulary enhancement, and sentence construction, which collectively contribute to overall language skill development.

Additionally, a student highlighted a change in using more correct sentences, indicating that ChatGPT has helped them improve their grammatical accuracy and sentence structure. This is further supported by another student's remark about improved writing skills, showing that ChatGPT aids in producing well-structured and grammatically correct written communication.

### 3) The negative effects of using ChatGPT

Lastly, students were asked to provide any recommendations or suggestions for improving ChatGPT as a learning tool for Business English Communication. This included feedback on potential enhancements in its accuracy, content diversity, or integration with learning materials to better support students' needs.

Extract 19:

“None”.

Extract 20:

“Lack of sources or references answered by ChatGPT”.

Extract 21:

“More varied levels of accuracy and content”.

The responses to this question were predominantly neutral, with most students indicating that they had no specific recommendations or improvements to suggest. Four out of the six respondents explicitly stated "None," implying that they are generally satisfied with the current functionality and effectiveness of ChatGPT as a learning tool. However, two students provided constructive feedback that could be valuable for enhancing the tool's effectiveness. One student pointed out a "Lack of sources or references answered by ChatGPT," suggesting a need for the tool to cite more sources or provide references for its answers. This would enhance the credibility and reliability of the information provided, especially in an academic or business communication context where sourcing accurate information is crucial.

Another student suggested "More varied levels of accuracy and content." This feedback indicates a desire for a broader range of content that can cater to different levels of proficiency and specific learning needs. By offering varying levels of difficulty and more tailored content, ChatGPT could better support students at different stages of their learning journey, from beginners to advanced users.

In summary, Business English Communication students widely utilize ChatGPT to enhance various aspects of their learning, particularly in grammar correction, vocabulary improvement, presentation preparation, and email communication. The tool is perceived as very effective and engaging compared to traditional learning resources, with many students noting increased language proficiency and confidence since incorporating ChatGPT into their study routines. Although the majority of participants did not suggest specific improvements, the feedback highlights a need for more varied content and better sourcing of information. Overall, the results indicate that ChatGPT is a valuable and supportive tool that significantly enhances students' learning experiences in Business English Communication.

## **4.2 Discussion**

### **4.2.1 Role of ChatGPT in the Learning Process**

The findings from this study underscore the significant role of ChatGPT in the learning process of Business English Communication students. Through its versatile functionalities, ChatGPT serves as a valuable tool for various learning activities, including grammar correction, vocabulary improvement, presentation preparation, and email communication. The ability of ChatGPT to provide immediate feedback and personalized assistance enhances efficiency and supports comprehension in students' learning endeavours. These findings align closely with the first research question, which aimed to explore the role of ChatGPT in the learning process. The results indicate that ChatGPT functions as a complementary resource to traditional learning materials, offering students additional support and opportunities for interactive learning experiences.

ChatGPT, has been increasingly recognized for their potential to revolutionize education by engaging learners, personalizing learning activities, supporting educators, and gaining insights into learners' behaviour (Kuhail et al., 2023). While ChatGPT can automate certain aspects of language education, the role of teachers as mentors and guides remains essential (Kohler, 2024). Research indicates that chatbots can support real teachers during the teaching process, measure and improve learning effectiveness, and enhance pupil involvement to expedite learning objectives (Deekshita et al., 2024; Minh Giam et al., 2024). Chatbots help organize the educational process for both teachers and students, personalize learning, and adapt the educational environment to individual needs and capabilities (Zhykhorska, 2023).

In the context of education, chatbots have been utilized to improve students' interaction skills, assist teaching personnel through automation, and enhance personalized learning experiences (Almada et al., 2023; Yusup et al., 2024). Studies have shown that chatbots can improve student engagement in different learning contexts, support critical thinking skills

development, and positively impact learning outcomes (Baskara, 2023; Chamorro-Atalaya et al., 2023). Furthermore, chatbots have been applied in various educational levels, learning environments, and media, showcasing their versatility in different educational settings (Liu et al., 2024).

The potential benefits of chatbots in education include providing individual support and feedback to students without additional financial or organizational costs for providers, thereby enhancing the quality of learning and supporting students in larger classrooms (Tsivitanidou & Ioannou, 2021). Chatbots have also been found to improve academic performance and interaction between students and teachers, indicating a positive impact on learning outcomes (Chamorro-Atalaya et al., 2023). Additionally, chatbots have been used to provide educational content, personal assistance to learners, and aid in administrative tasks within educational applications (Moussiades & Zografos, 2021).

However, it is crucial to consider challenges such as algorithmic bias, privacy concerns, and the risk of dehumanizing the learning experience when integrating artificial intelligence, including chatbots, into educational settings (Gupta et al., 2024). Despite these challenges, the efficacy of AI chatbots in answering complex educational questions and providing valuable support has been demonstrated, indicating their potential in enhancing the educational experience (Baglivo et al., 2023).

The integration of artificial intelligence tools like ChatGPT into the learning process has parallels to the use of Google Translate in writing, as explored in a study on English Education students at Universitas Negeri Makassar. This study found that Google Translate improved students' confidence, motivation, and time efficiency in their writing process (Amin et al., 2023). Similarly, ChatGPT's impact on Business English Communication students could reflect these advantages, as it offers real-time feedback and personalized language support, enhancing their overall learning experience.

In conclusion, ChatGPT and other chatbots have the potential to revolutionize education by supporting teachers, personalizing learning experiences, improving student engagement, and enhancing the overall learning process. While they offer numerous benefits, it is crucial to acknowledge the importance of human educators in guiding and mentoring students throughout their educational journey.

#### 4.2.2 Students' Perception towards the use of ChatGPT

The perceptions of Business English Communication students regarding the use of ChatGPT for learning are predominantly positive, as evidenced by the findings of this study. Students view ChatGPT as highly effective, engaging, and supportive, particularly when compared to traditional learning resources such as textbooks and teachers. The immediate feedback, interactivity, and versatility of ChatGPT contribute to its positive reception among students, who report increased language proficiency, confidence, and overall satisfaction with their learning experiences. These insights align closely with the second research question, which aimed to explore students' perceptions of ChatGPT for learning. The results suggest that ChatGPT plays a vital role in enhancing students' learning outcomes and fostering their development as proficient communicators in a business context.

The integration of ChatGPT into Business English Communication education has garnered significant attention from students, who perceive it as a valuable tool for enhancing their learning experiences. Research indicates that students widely utilize ChatGPT for various aspects of language learning, including grammar correction, vocabulary enhancement, presentation preparation, and email communication. Liu's study highlights that students view ChatGPT positively, recognizing its potential to assist in developing content and practicing language skills effectively (Liu, 2023). This aligns with findings from Darma, who notes that

students express enthusiasm regarding the use of ChatGPT for improving language skills and critical thinking (Darma, 2023).

Moreover, the effectiveness of ChatGPT in fostering language proficiency and confidence among students is well-documented. Xiao's exploratory study reveals that EFL learners perceive ChatGPT as a beneficial resource that enhances their engagement and motivation in language learning tasks (Xiao, 2023). This sentiment is echoed by Xu, who emphasizes that ChatGPT can deliver personalized learning experiences, thereby elevating student engagement and academic performance (Xu, 2024). The tool's ability to provide immediate feedback and support in language tasks contributes to a more interactive and engaging learning environment, which is particularly beneficial for Business English Communication students.

Despite the positive perceptions, there are also concerns regarding the limitations of ChatGPT. Some studies suggest that while students appreciate the tool's capabilities, they also recognize the need for more varied content and better sourcing of information (Xiao, 2023; Wife, 2024). For instance, Xiao cautions against over-reliance on ChatGPT, urging educators to ensure that students understand the limitations of language models and take responsibility for their own learning (Xiao, 2023). This highlights the importance of balancing the use of AI tools with traditional learning methods to foster a comprehensive educational experience.

In conclusion, the findings suggest that ChatGPT significantly enhances the learning experiences of Business English Communication students by improving their language proficiency and confidence. However, there remains a need for continuous improvement in the tool's content delivery and information sourcing to fully meet students' educational needs. Overall, the integration of ChatGPT into language learning represents a promising advancement in educational technology, offering substantial benefits while also necessitating careful consideration of its limitations.

#### **4. CONCLUSION**

This study has demonstrated that ChatGPT plays a meaningful role in enhancing the learning process for Business English Communication students, particularly by offering personalized feedback, aiding in language practice, and complementing traditional instructional methods. The tool's ability to facilitate vocabulary acquisition, grammar refinement, and conversational skills makes it a valuable resource in language education. Students perceive ChatGPT positively, recognizing its potential to make learning more engaging and interactive. Educators can leverage ChatGPT as a supplementary tool to traditional learning resources, enhancing students' learning experiences and providing personalized support. Practitioners in the field can incorporate ChatGPT into professional development programs, enabling employees to improve their communication skills and effectiveness in business contexts. However, some concerns were raised about over-reliance on AI, highlighting the importance of maintaining a balance between technology and human instruction to foster comprehensive language development. Therefore, it is essential to acknowledge the areas for improvement identified in this study, such as the need for more varied content and better sourcing of information within ChatGPT. Educators and practitioners should continue to evaluate and refine the use of ChatGPT to maximize its effectiveness as a learning tool for Business English Communication students.

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