



TEENAGE LEARNERS' EXPERIENCES IN ENGLISH VOCABULARY ACQUISITION THROUGH CHATGPT



AULIA SHIRLY CAHYANI
SN. 2519007

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A THESIS

Submitted in Partial One of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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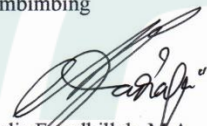
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MOTTO

Que sera-sera, whatever will be, will be.

The future's not ours to see, Que sera-sera.

(Billianne)

Isseo ga isseo, hal su isseoyo

(The writer)



ABSTRAK

Kosakata memiliki peranan penting dalam pembelajaran bahasa Inggris, karena membantu siswa memahami dan menggunakan bahasa secara efektif, baik dalam komunikasi lisan maupun lisan. Fenomena yang umum terjadi adalah banyak remaja pembelajar bahasa Inggris menghadapi berbagai permasalahan dalam proses pembelajaran, seperti rendahnya motivasi, rasa bosan, dan kecemasan, oleh karena itu, mereka mencari berbagai jalan keluar untuk membantu meningkatkan penguasaan kosakata, salah satunya dengan memanfaatkan kecerdasan buatan (Artificial Intelligent/AI) seperti ChatGPT. Penelitian ini bertujuan untuk mengeksplorasi pengalaman remaja dalam menggunakan ChatGPT sebagai alat pendukung dalam proses akuisisi kosakata bahasa Inggris. Penelitian ini menggunakan desain kualitatif dengan pendekatan narative untuk memahami pengalaman siswa selama menggunakan ChatGPT dalam proses akuisisi kosakata bahasa Inggris. Data penelitian ini diperoleh melalui wawancara semi-terstruktur dan lembar refleksi diri yang melibatkan siswa SMK sebagai partisipan. Hasil penelitian menunjukkan bahwa siswa memandang ChatGPT sebagai media pembelajaran yang membantu mereka memahami kosakata melalui penjelasan makna kata, contoh kalimat, serta respon interaktif. Selain itu, siswa juga memandang ChatGPT sebagai media pembelajaran yang fleksibel, mudah diakses, dan efisien. Namun, penelitian ini juga menemukan tantangan dalam penggunaan ChatGPT, seperti keterbatasan penggunaan harian dan respon yang kurang fokus. Secara keseluruhan, hasil penelitian ini menunjukkan bahwa ChatGPT memiliki potensi sebagai alat pendukung proses akuisisi bahasa Inggris yang fleksibel, interaktif, dan mudah diakses dalam mendukung pembelajaran bahasa Inggris secara mandiri.

Kata kunci: Akuisisi kosakata, ChatGPT, Kecerdasan Buatan (AI)

ABSTRACT

Vocabulary plays an important role in English language learning, because it helps learners to understand and use the language effectively, both in spoken and written communication. As a common phenomenon, many teenage learners face similar challenges in learning English, such as low motivation, boredom, and anxiety. Therefore, they seek various ways to improve their vocabulary mastery, including the use of artificial intelligent (AI) tools such as ChatGPT. This study aims to explore teenage learners' experiencing in using ChatGPT as a supporting tool in the process of English language acquisition. This study employed a qualitative approach with a narrative inquiry design to understand learners' experiences while using ChatGPT in the process of English language acquisition. This research data were collected through semi-structured interview and self-reflection sheet involving vocational high school learners as the research participants. The findings revealed that participants perceived ChatGPT as a learning mediational tool that helped them understand English vocabulary through word explanations, sentences examples, and interactive responses. In addition, participants also viewed ChatGPT as a flexible, accessible, and efficient learning tool. However, this study also identified challenges in using ChatGPT such as daily usage limitation, and less focused responses. Overall, this findings of this study indicate that ChatGPT has the potential to serve as flexible, interactive, and accessible supporting tool for English language acquisition, particularly in facilitating independent English learning.

Keywords: Vocabulary Acquisition, ChatGPT, Artificial Intelligent (AI)

PREFACE

All praise and gratitude are devoted to Allah SWT for giving endless blessing, guidance, strength, health, and patience so that I could complete this thesis entitled **“Teenage Learners’ Experiences in English Vocabulary Acquisition through ChatGPT.”** This thesis was written submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan in English Education. This study could be completed with support from many parties. Therefore, on this occasion I would like to extend my gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Vocabulary is fundamental component of language learning, as it serves as the foundation for the development of other language skills, such as text comprehension, idea expression, and effective communication. Nation (2013) asserts that the level of language proficiency is primarily determined by the breadth and depth of the learners' vocabulary knowledge. Despite the importance, vocabulary remains a significant challenge in context of English as a Foreign Language (EFL) in Language Indonesia, particularly among teenagers. Astuti et al. (2022) reported that Indonesian senior high school learners encounter various obstacles in learning English, such as low learning motivation, boredom, and anxiety during learning process.

Language acquisition is particularly crucial for teenagers, as English serves as a global language, key of knowledge, technological future, educational opportunities, and career prospects. Ricketts et al. (2020) explain that during adolescence, abstract, reflective and critical thinking ability begin to develop, allowing teenagers to understand the meaning of words deeply and apply complex communication context. Moreover, the continuous expansion of vocabulary driven by technological, cultural, and scientific development has further increased the complexity of vocabulary acquisition, and making it more challenging for learners. Given these cognitive developmental and challenges, there opportunities for learners to explore innovative applications, including AI-based technology that offer flexible, personalized, and adaptive support vocabulary learning (Zhang & Huang, 2024).

Technological developments, particularly Artificial Intelligence (AI), have increasingly influenced vocabulary learning process. AI is the integration of computer

programming, machine learning, software, and hardware (Nita et al., 2023). It enables the creation of learning systems that can adapt to individual learners' needs and abilities, allowing them to personalize and adjust their learning strategies (Vall & Araya, 2023). One of the most recent implementation of this new technology is ChatGPT, an innovative text-based chatbot that enables direct interaction between users and technology, much like human interaction (Ngo, 2023). With AI, learners not passively acquire vocabulary through books, or static materials, but also through interaction that trigger deeper understanding. Moreover, AI can provide direct and consistent feedback, helping learners identify errors in words usage and adjust their learning materials to the appropriate level of difficulty (Trinh, 2024).

In the context of English language learning, ChatGPT has identified as one of the AI-based innovation that offer interactive and potentially personalized support for vocabulary learning (Qu & Wu, 2024). Compared to traditional approaches that often rely on one-directional input, ChatGPT enables learners to engage directly through text-based interaction, such as asking about word meanings, requesting usage examples, and practicing sentence constriction using newly learned vocabulary. This form of interaction encourages learners to actively process information and adapt it to their learning experience. This approach not only vocabulary acquisition but also encourages independent learning, as learners can explore language according their own pace and interests.

In line with the role of ChatGPT in English language learning describe in several previous studies, the researcher conducted an initial observation to gain a preliminary understanding of the phenomenon. Based on an initial observation conduct in vocational high school aged 16-17 years old, the researcher found that learners frequently used ChatGPT to learn English vocabulary because of its quick responses and providing detailed explanations. However, some learners also

mentioned certain limitations when using ChatGPT for English vocabulary learning. This preliminary observation reveal that learners' experiences with ChatGPT is vary, highlighting the need for further exploration.

Existing research on AI-assisted language learning has primarily focused on measurable learning outcomes. At the same time, limited attention has been given to how teenager experience and interpret their engagement with tool such as ChatGPT during English vocabulary learning. Addressing this gap, this study brings novelty by shifting the focus from effectiveness-oriented evaluation to a deeper exploration of teenagers' learning experiences, including how they make sense of new vocabulary, adjust their learning strategies, and interpret the adaptive support provided by AI. By positioning ChatGPT as a meditational tool within a reflective and socially mediated learning process, this study offers more comprehensive perspective on how AI technology influences teenagers' vocabulary acquisition within rapidly evolving landscape of modern language use.

1.2 Formulation of the Problem

Based on the background of the study, the research question formulated for this study is:

How are teenagers' experiences in acquiring English vocabulary through ChatGPT?

1.3 Limitation of the Problem

This study focus on the experiences of teenage learners in acquiring English vocabulary through the use of ChatGPT, including their perceptions, benefits, and challenges their encounter during the learning process. The scope of this study is limited to teenage learners at secondary school level. It examines ChatGPT solely as a text-based AI tool for vocabulary learning, without addressing other language skills or different technological platforms.

1.4 Operational Definition

To avoid potential misunderstanding, the following definitions are provided to clarify the key terms used in this study:

- a. Sociocultural Learning Theory : Sociocultural learning theory emphasizes that an individuals' cognitive development occurs through social interactions and cultural contexts (Vygotsky, 1978).
- b. English Vocabulary Acquisition : Vocabulary acquisition is a gradual process that requires repeated exposure and meaningful use of words, enabling learners to develop both receptive and productive English vocabulary knowledge (Nation, 2013).
- c. ChatGPT : ChatGPT is an artificial intelligence system developed by OpenAI which allows the users to comprehend and generate text responses comparable to human (Ngo, 2023).

1.5 Aims of the Study

This study aims to investigate teenagers' experiences in using ChatGPT as a vocabulary learning tool, particularly in terms of the perceived benefits, challenges, and perceptions that emerge during the learning process. The study also aims to understand how these learning experiences are shaped through interaction with ChatGPT in supporting vocabulary learning.

1.6 Significance of the Study

- a. Theoretical : This study contributes to the sociocultural learning theory developed by Vygotsky (1978) integrated into English vocabulary acquisition by applying sociocultural theory in the context of AI-based interaction.
- b. Empirical : This study provides new qualitative evidence on how teenagers experience English vocabulary acquisition through ChatGPT.
- c. Practical : This study offers insight for teachers, and learners on how ChatGPT can be effectively integrated into language learning.



CHAPTER II

THEORETICAL BACKGROUND

2.1 Literature Review

2.1.1 Sociocultural Learning Theory

Sociocultural theory as proposed by Vygotsky (1978), conceptualized learning as process that is fundamentally shaped by social interaction and cultural context. Therefore, learning can be understood as a mediated process in which interaction, language, and tools play crucial role in shaping how learners comprehend and develop knowledge. Furthermore, recent studies indicate that the application of sociocultural theory in technology-mediated learning context has been empirically investigated, particularly in environments that emphasize social engagement and the formation of learning communities. Kilag et al. (2024) found that the sociocultural framework in online learning highlights the importance of facilitating social interaction and mediation to enhance learners' engagement and active participation in virtual discussions, which in turn to contribute to improving learning outcomes and the development of social communication among learners in virtual classroom. Similarly, from a sociocultural perspective, digital tools and social media applications are viewed as expanding the range of mediational resources and supporting the structuring of learning of learning activities (Huong & Hung, 2021). These findings underscore that the principles of Vygotsky's sociocultural theory remain relevant not only in face-to-face learning environments but also in technology-mediated contexts, where digital platforms provide social spaces for interaction, dialogue, and collaborative learning.

To operationalize sociocultural theory in the context of language learning, this study emphasizes three core concepts: mediation, the zone of proximal development (ZPD), and

scaffolding. Together, these concepts provide a conceptual framework to understanding how learners acquire new vocabulary and skills through socially mediated interaction and guided support.

a. Mediation

One of the key concepts in sociocultural theory is mediation, which refers to the use of tools and signs as mediators that enable learning and cognitive development to occur through social interaction. Vygotsky (1978) emphasized that humans understand the word and construct knowledge through the use of mediational tools, with language being the most fundamental mediator. Through mediation, individuals are supported in organizing their thoughts, making sense of experiences, and engaging in cognitive activities beyond their innate abilities. In the context of modern learning, digital technology can be regarded as a form of cultural artifact that functions as a mediational tool, as it enables interaction, provides feedback and facilitates guided knowledge explorations.

As educational technology continues to advance, mediational approaches to learning processes have developed substantially. Cultural artifacts are no longer limited to conventional tools; they also include digital technologies that facilitate interaction and cognitive support. Selfa-sastre et al. (2022) state that digital technology enables users to transform digital features into tools that promote collaborative and creative processes. In connection with the following key concepts; the zone of proximal development (ZPD), the effectiveness of mediation depends on the alignment of support with an individual's current abilities. Therefore, the ZPD concepts are highly relevant for explaining how assistance, whether provided by teachers, peers, or technologies such as ChatGPT, can help teenagers reach their optimal learning potentials.

b. Zone of Proximal Development (ZPD)

According to Vygotsky (1978), the concept of the Zone of Proximal Development (ZPD) emphasizes that an individual's abilities can develop optimally when they receive support from more knowledgeable others or mediational tools. Vygotsky (1978) emphasized that the ZPD represents a social context in which interaction and collaboration enable meaningful learning to occur. In the contexts of language learning, ZPD can be implemented through guidance that aligns the difficulty of learning materials with the learner abilities, allowing them not only to receive information, but also internalize new vocabulary and language structures gradually. Thus, the ZPD provides a conceptual framework for understanding how appropriate support can facilitate the development of language skills, guiding learners from dependence toward autonomous learning.

Recent studies indicate the ZPD in learning environment is not only theoretically relevant, but also significantly contribute to learners' comprehension and engagement targeted support. Wei (2023) demonstrates the use of technology-based learning tools, particularly AI in English language learning, and the result showed that technology can enhance learners' engagement, self-regulation, and academic achievement effectively compared to conventional teaching methods. These findings suggest that interactions between learners and AI-based systems provide responsive and adaptive support tailored to individual learning needs. From the perspective of sociocultural theory, such support can be understood as assistance that enables learners to engage in dynamics of the ZPD. Through technology-mediated interactions, learners are allowed to construct understanding progressively before mastering the material independently.

c. Scaffolding

Scaffolding is a form of temporary support that helps individual complete tasks they cannot yet perform independently. This support is gradually withdrawn as learners' abilities improve, allowing them to internalize knowledge or skills (Daniels, 2001). In language learning, scaffolding can take the form of guidance, examples of vocabulary usage, or explanations of words meanings tailored to learners' proficiency levels.

The integration of digital technology in education has expanded the ways scaffolding can be provided. AI-based tools for instance, can offer gradually support according to learners' needs, such as vocabulary suggestion, sample sentences, or interactive prompts. This condition enables teenagers to learn English vocabulary independently while still receiving the necessary support to reach their full potential within the ZPD. Research has shown that AI applications in education provide adaptive learning and responsive support systems, allowing personalized learning experiences tailored to each learners' needs (Wang et al., 2024). In line with Vygotsky's concept, scaffolding such support helps students progress from their current abilities toward higher level of proficiency. Platforms like ChatGPT can function as digital scaffolding, guiding teenagers through vocabulary acquisition and interactive practice while fostering autonomy and optimal development within their ZPD.

2.1.2 English Vocabulary Acquisition

Vocabulary acquisition is a fundamental component of language learning, without adequate vocabulary knowledge learners often struggle to comprehend texts and express themselves effectively in written and spoken communication. As Nation (2013) notes, vocabulary acquisition occurs gradually over time. Ellis (2015) further highlights that gradual development is shaped by individual learners' factors,

which affect how effectively learners can acquire and integrate new vocabulary, including:

a. Language Aptitude

Language Aptitude refers to an individual's inherent capacity that influences how quickly and effectively they can acquire a new language. This ability does not simply measure language proficiency, but reflects the cognitive capacities underlying language learning process, such as recognizing linguistic patterns, retaining vocabulary, and understanding grammatical structures. Ellis (2015) emphasizes that aptitude interacts with environmental factors and motivation, meaning that it significantly contributes to language learning success but does not function independently.

b. Motivation

Motivation in language learners refers to the internal and external forces that encourage an individual to engage in and remain committed the learning process. According to Ellis (2015), motivation is not only desire to mastering a language, but also the willingness to face the challenges, overcome difficulties, and practice consistently. Highly motivated learner tend to be more focused, more resilient to frustration, and better equipped to take advantage of learning opportunities. Motivation can stem from both internal factors, such as personal interest and long-term goals, as well as external influences, including teacher encouragement, social interaction, and environmental support. With strong motivation, language acquisition becomes more effective because learners actively seek linguistic input, attempt to use the language in authentic contexts, and reinforce the skills they have already acquired.

c. Learners' Anxiety

Learners' anxiety refers to the sense of tension or nervousness that individuals experience when learning or

using a foreign language. This anxiety can hinder the acquisition process because it affects attention, concentration, and self-confidence. Learners with high levels of anxiety often hesitate to use the language, fear making mistakes, and become more passive during learning interactions. Conversely, low level of anxiety may actually encourage learners to be more careful and focused, thereby supporting more effective learning. Factors contributing to language anxiety may arise from within the learners themselves, such as lack of confidence, or from external factors, including academic pressure, social interaction, or unsupportive environments. By understanding and managing language anxiety, both teacher and learners can create more conducive learning atmosphere and improve language learning outcomes.

While Elis's (2015) framework provides a foundational understanding of vocabulary learning, recent studies highlight how technological innovations have transformed this process in the digital era. For instance, AI influences learners' perceptions and attitude towards technology as a learning tool, this is greatly influenced by their experiences and social interactions with the technology itself (Kim & Youngjun, 2024). These conditions align with sociocultural theory which emphasizes that an individual's cognitive and affective development is shaped through social interactions and cultural context. This finding confirms that direct experience and active engagement with technology can serve as social tools that mediate and internalize individual knowledge and attitudes.

Additionally, Gibson et al. (2023) highlight that integrating AI tools such as ChatGPT can function as partner in language exploration, learning, and expression while also serving as individual partner. This condition enables learners to learn actively while still receiving social support form a "digital partner," based on individual's ability. Integrating AI

into vocabulary learning also fosters self-directed learning, as learners can explore the language at their own pace and according to their individual needs.

2.1.3 ChatGPT

Among the various AI applications used in education, ChatGPT is one of the most popular. ChatGPT is an artificial intelligent system developed by OpenAI that combines natural language processing and automatic speech. It allows users to comprehend and generate human text responses (Ngo, 2023). This capability provides flexible vocabulary input, accessible anytime, and allows independent exploration of new words. By using ChatGPT, learners can repeatedly practice vocabulary without the social pressure that often present in face-to-face interactions, allowing them to build confidence and experiment with new words freely. Furthermore, interaction with ChatGPT provides a personalized and adaptive learning experience, as learners can adjust questions or exercises to match their own level of understanding. ChatGPT also has potential to increase learning motivation since it offers engaging and enjoyable content to practice that support a comfortable, interactive, and practical learning experience.

For teenagers, ChatGPT can be used as an interactive platform for learning English. Regarding vocabulary acquisition, this platform can help learners improve their vocabulary, understand texts, and develop writing and listening skills. ChatGPT allows learners to practice constructing sentences, understanding the meaning of words in different contexts, and exploring various writing styles according to specific topics. Additionally, ChatGPT offers interactive exercises, quizzes, and text-based questions that encourage learners to actively recall, understand, and apply new vocabulary. Karataş et al. (2024) stated that with appropriate guidance, interaction through this platform can help learners develop critical and creative thinking skills while building confidence in using foreign languages independently.

According to Al-obaydi et al. (2023), the integration of AI in learning enables real-time feedback, which significantly improves the effectiveness of the learning process. With this capability, learners can immediately identify errors or gaps in their understanding, allowing them to make corrections directly and expand their knowledge of the concepts they lack mastery of. The real-time feedback also encourages learners to be more active and reflective in learning process, as they can dynamically adjust their learning strategies response to the system's feedback. In the context of language learning, this real time-feedback feature is particularly useful in helping learners understand new vocabulary, improve sentence structure, and develop their writing and speaking skills with greater confidence and independence.

Similarly, Karataş et al. (2024) argue that ChatGPT can guide learning experience towards independent learning by providing personalized learning experience adapted to each learners' needs, abilities, and interests. In addition, ChatGPT offers interactive conversation exercises, allowing learners to practice expressing new ideas and vocabulary in a more realistic context without pressure. The combination of personalization, quick feedback, and interactivity encourages learners to be more proactive, confident, and creative in the language learning process, making the learning experience more effective, enjoyable, and sustainable.

With the advantages it offers, ChatGPT is capable to increasing learners' motivation to learn English (Valeria et al., 2025). Its ability to mimic spoken and written conversation like human interactions and enables to adjust the learning material based on each learners' needs, make learners learn independently according to their rhythm, with learning resources that suit their style and ability level.

2.1.4 Challenges in Using ChatGPT for Vocabulary Acquisition

Although ChatGPT offers significant potential in language learning, its use for vocabulary acquisition presents

several challenges, arising from multiple aspects. From a technological perspective, the main limitation lies in ChatGPT ability to provide full accurate feedback (Nita et al., 2023). Most learners are not fully aware of the mechanism behind the responses provided by this platform; therefore they often passively follow suggestion or answers without understanding the learning taking place. This lack of understanding can restrict learners' ability to utilize ChatGPT to its full potential, for example in exploring new vocabulary, constructing proper sentence structure, or developing independent writing skills. Thus, teachers or facilitators must provide guidance explanations to the way ChatGPT works, so learners can use this technology effectively, critically, and reflectively in support their language learning process.

Furthermore, Cuc and Huyen (2025) stated that errors in prompt construction can led learners to confusion and inaccurate feedback. Since ChatGPT functions operate entirely based on prompts provided by users, the quality and relevance of response highly dependent on how questions or instructions are constructed. This platforms lacks initiative and context beyond the information entered through the prompt, which means that if the prompt is unclear, ambiguous, or vague, the resulting response may be inaccurate or confusing for learners. In other words, the effectiveness of ChatGPT in supporting language learning depends heavily on the ability of learners or teachers to design prompts that are accurate and appropriate for the learning objectives.

From a pedagogical perspectives, AI tools like ChatGPT lack of human interaction and have limitation in generating innovative and authentic language experiences (Karataş et al., 2024). This condition indicates that ChatGPT cannot fully replace the complexity of human communication. This condition also can block learners' ability to develop language skills that involve social nuances, nonverbal expressions, and

spontaneous responses that often arise in face-to-face communication.

Ethical concerns also emerge regarding of the use ChatGPT in education. The active use of AI systems raises questions about learners' academic integrity, including risks of plagiarism or misuse of the system to complete tasks without genuine learning (Solak, 2024). Learners' ethic are highlight because ChatGPT has the potential to facilitate plagiarism, as the learners' may use the answer generated by ChatGPT without engaging independent thinking or writing. This situation may reduce the learners' opportunities to develop their critical thinking, creativity, and independence in learning, as they tend to rely on AI-generated results as instant answers.

By acknowledging these challenges, this study aims to explore how teenagers experience vocabulary acquisition through ChatGPT, considering both the supportive and inhibiting factors that arise in real-world practice.

2.2 Previous Study

Several studies have investigated vocabulary learning through AI and ChatGPT. First, Cuc and Huyen (2025) in their study "The Utilization of ChatGPT-3.5 for Vocabulary Learning: A study on Students' Perceptions," explored university learners perceptions of using the free version of ChatGPT-3.5 to enhance vocabulary learning outside the classroom. Using mix-methods design with Likert-scale surveys and open-ended questions based on the Technology Acceptance Model, this study found that learners could effectively use ChatGPT 3.5 for independent vocabulary learning. ChatGPT supported understanding of word meanings and appropriate usage, particularly when accompanied by scaffolding from teachers or peer. The study highlights the importance of teacher training in guiding learners to learn vocabulary effectively with technology.

Second, Werdiningsih et al. (2024) in "Revolutionizing EFL Writing: Unveiling the Strategic Use of ChatGPT by Indonesian Masters' Students," explored postgraduate EFL students'

experiences and strategies in using ChatGPT during writing tasks. Using a qualitative case study design with 16 students from four Indonesian universities, found indicated positive reception, with ChatGPT aiding vocabulary development, grammar, idea generation, essay, structure, and language.

Third, Annamalai et al. (2023) in “Using Chatbots for English Language Learning in Higher Education,” employed the Push-Pull Mooring-Habit (PPMH) framework and a mixed method approach to examine Malaysian students’ experience with chatbots for English learning. Result on this study showed that performance and effort expectancies acted as positive pull factors, whereas social isolation from robotic interaction, lack of emotional expression, and limited conversation flow served as negative push factors. Despite debates about social influence on learners’ behavioral intentions, chatbot were still regard as useful interaction partners for language learning.

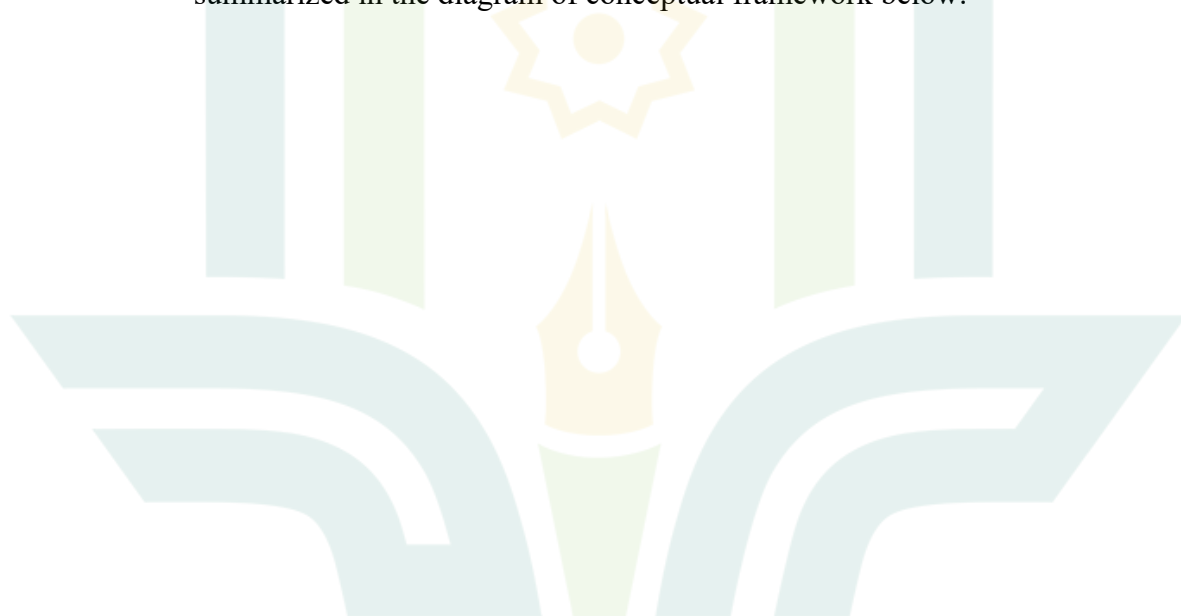
Fourth, Al-obaydi et al. (2023) examined “ChatGPT and the General Concepts of Education: Can Artificial Intelligence-Driven Chatbots Support the Process of Language Learning?.” This study explored the alignment of ChatGPT with widely accepted definitions of learning and its potential to support language learning. University learners using ChatGPT for writing tasks were observed and interviewed, the findings suggested that while ChatGPT did not directly change behavior, but repeated use provided experiences that supported motivation and learning engagement.

Furthermore Siswanto et al. (2025) investigated the difficulties faced by EFL learners in mastering English vocabulary through their study titled “The Effect of Using ChatGPT as a Learning Technology on EFL Students’ Vocabulary Mastery.” Using quantitative quasi-experimental design and pre-test and post-test in two groups, found that ChatGPT significantly improved learners’ vocabulary mastery. The results suggest that integrating ChatGPT into English learning can enhance learners’ engagement, motivation, and autonomy in mastering vocabulary.

Although previous studies demonstrate that ChatGPT and AI applications can support language learning, recent studies focus on adult learners or higher education and primarily general language skills or writing and the effectiveness of the use of ChatGPT in language learning. Limited research about teenagers' experiences in acquiring vocabulary through ChatGPT has been given. Therefore, this study aims to fill the gap by highlighting teenagers' experience in learning vocabulary through ChatGPT, thereby offering a novel contribution to AI-based language learning literature.

2.3. Conceptual Framework

The conceptual framework of this study illustrates the relationship between teenagers' vocabulary learning difficulties, the use of ChatGPT as a mediating tool, and Vygotsky's (1978) sociocultural learning theory by the help of Zone of proximal development (ZPD) and scaffolding. These relationships are summarized in the diagram of conceptual framework below:



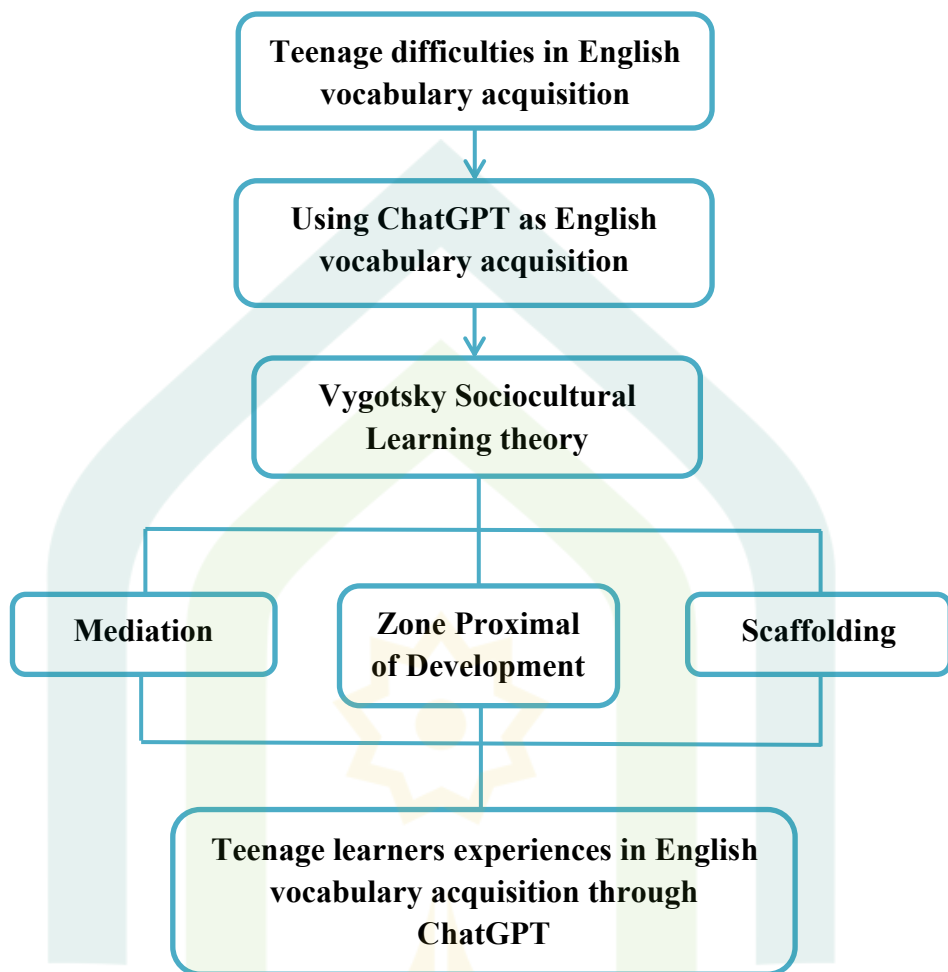


Figure 2. 1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study adopted a qualitative research design, as its primary aim to examine teenagers' experiences in using ChatGPT as a vocabulary acquisition learning tool. A qualitative approach emphasizes the use of words to explore and interpret the meanings in individuals or groups assign to social phenomena (Creswell & Creswell, 2023). In addition, Merriam and Tisdell (2016) describe qualitative research as an inquiry that seeks to understand how people interpret their experiences, how they construct their worlds, and what meaning they attribute to those experiences.

Furthermore, this study employed narrative inquiry as the research approach. Narrative inquiry focuses on individuals' lived experiences as expressed through the stories they share (Creswell & Poth, 2018). Riessman (2008) explains that although the term of narrative carries multiple meanings depending in the disciplinary context, is it generally understood as a story. In educational research, narrative inquiry is therefore used as a methodological approach to represent individuals' experiences through story telling. This approach was considered appropriate for the present study because it allowed the researcher to explore how learners constructed and made sense their experiences when using ChatGPT for vocabulary learning.

3.2 Research Context

This study focuses on teenage learners' experiences in acquiring English vocabulary through the use of ChatGPT as a learning tool. This study explores how teenagers interact with ChatGPT during the vocabulary learning process and how they perceive its role in facilitating their understanding and development English vocabulary.

3.3 Setting and Participant

This study took place in Kabupaten Tegal, Central Java, Indonesia. This location selected because the researcher's initial

observation indicated that several teenagers in this area had independently used ChatGPT as a supporting tool for English vocabulary acquisition outside formal classroom. This study involved three teenage learners aged 16-17 years old, from vocational high school. Based on preliminary observation, the participants actively used ChatGPT to support their English acquisition process. In the end, they were selected because their experiences align with the focus of this study.

3.4 Data Collection

This study employed a combination of semi-structured interviews and self-reflection sheets to collect comprehensive data on participants' experiences in using ChatGPT for English vocabulary learning. Semi-structured interviews, as described by Merriam and Tisdell (2016) semi-structured interview is an interview method that combines structured and flexible questions. Although the researcher prepares a list of topic or guiding questions, the wording and order of the questions can be adjust based on the interview process and the participants' responses. Completing the interviews, participants completed self-reflection sheets after learning session, documenting their strategies, challenges, and insights. According Farrell (2013) self-reflective prove rich insight into how participants approached their learning process.

To ensure clarity and comfort, all interviews were conducted in Bahasa Indonesia, allowing participants could express their thoughts and experiences comfortably and accurately. Using the participants' native language minimized the risk of misinterpretation, allowing for richer information, and more authentic responses. This approach also created a supportive environment, encouraging participants to reflect deeply on their learning experiences with ChatGPT without language barriers. Together, these instruments generated triangulated data by capturing both articulated experiences and ongoing reflections and offering a nuanced understanding of ChatGPT as supportive tool in teenagers' vocabulary acquisition.

3.5 Data Trustworthiness

To ensure the integrity of this research, the researcher adopted rigorous qualitative procedures, placing strong emphasis on credibility. Data were gathered through semi-structured interviews and self-reflection sheets, while credibility strengthened through triangulation and member checking. Triangulation was carried out by comparing the interview findings with the self-reflection data. Denzin (as cited in Merriam & Tisdell, 2016) explains that triangulation serves as a strategy to evaluate and reassess the research design, procedures, and interpretations by drawing on multiple sources, perspectives, and methods. Additionally, member checking conducted by providing participants with interview transcripts and preliminary interpretations, so the participants could confirm the accuracy and authenticity of the data (Merriam & Tisdell, 2016).

3.6 Data Analysis

Thematic analysis applied to examine the data collected in this research, enabling the researcher to systematically identify and interpret recurring patterns of meaning across the data set derived from semi-structured interviews and participants' self-reflection sheets. This analysis followed (Braun & Clarke, 2006) six phases. The process involved the following steps:

a. Familiarization

The first stage involved familiarizing with the data by reading the transcript.

b. Coding

After becoming familiar with the data, the researcher generated initial codes by identifying meaningful segments and labeling them with words or short phrases that captured their core meanings.

c. Theme generation

At this stage, the researcher organized related codes to identify potential themes.

d. Theme Review

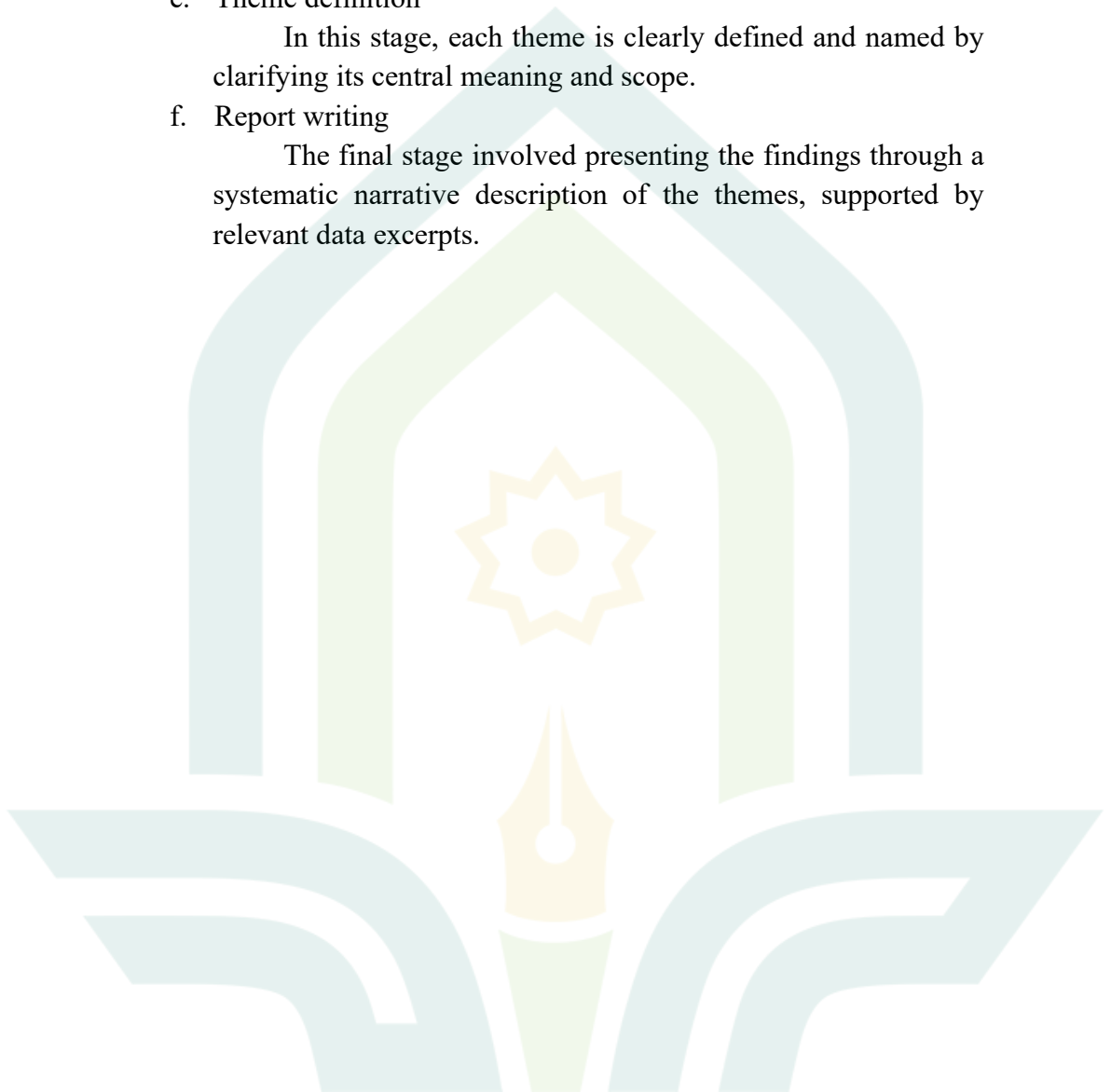
The initial themes were reviewed to ensure their coherence and relevance to the data.

e. Theme definition

In this stage, each theme is clearly defined and named by clarifying its central meaning and scope.

f. Report writing

The final stage involved presenting the findings through a systematic narrative description of the themes, supported by relevant data excerpts.



CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 Teenage Learners' Experiences in Vocabulary Acquisition through ChatGPT

This chapter presents the finding of the study, on teenage learners' experiences in learning English vocabulary through ChatGPT. The findings are structured to address the research questions, with each theme highlighting specific aspects of the learners' vocabulary learning experiences using ChatGPT.

4.1.1.1 Learning Vocabulary through Explanation, Example, and Feedback

The analysis revealed that ChatGPT supported participants in gaining and understanding of new vocabulary by providing explanation, example sentences, and feedback. This form of support enabled them to understand the meaning of new vocabulary and practice in using it in context, as reflected in Raven's interview:

"Setelah mendapatkan penjelasan dan contoh kalimat, biasanya aku mencoba membuat kalimat berdasarkan kosakata yang diberikan, agar ChatGPT memberikan feedback dan mengoreksi kalimat yang aku buat."

(Raven's Interview, April 12th, 2026)

"After receiving explanations and example, I usually try to make sentences based on the vocabulary provided, so that ChatGPT can give feedback and correct the sentences I make."

(Raven's interview, April 11th, 2026)

The participant's self-reflection sheet further supported this finding by showing that ChatGPT provided explanations and new insight during vocabulary learning. As written by Oliver:

"Hari ini aku belajar slang words. Di sini ChatGPT memberikan penjelasan dan contoh sederhana, dari sini aku tau kalau slang words sangat berbeda dengan vocabulary formal yang aku pelajari di sekolah."

(Helga's self-reflection sheet, March 17th, 2026)

"Today, learned about slang words. ChatGPT provided explanation and examples of the words, which helped me realize that slang words are very different from the formal vocabulary I learned at school."

(Helga's self-reflection sheet, March 17th, 2026)

This finding shows that participants learned new vocabulary through explanations, example sentences, and feedback provided by ChatGPT, which help them understand and practice the use of new vocabulary in context.

4.1.1.2 Gradual Improvement in Vocabulary Use

Another positive experience identified in this study is participants' gradual improvement in vocabulary use. Participants described how practice, together with the explanations and guidance provided by ChatGPT, helped them to understanding better about new vocabulary and gradually apply it in the sentences constructions. This reflected in Oliver's statement below:

“ChatGPT memberikan contoh yang relevan dengan kehidupan sehari-hari, sehingga aku lebih mudah memahami dan secara bertahap menerapkan kosakata tersebut dalam kalimat yang aku buat.”

(Raven’s Interview, April 13th, 2026)

“ChatGPT provided relevant examples related to daily life, which helped me easier to understand and gradually use the vocabulary in the sentences I made”

(Raven’s interview, April 13th, 2026)

Oliver’s self-reflection sheet also reflected how guidance from ChatGPT helped them to gradually improving their sentence construction. As stated by Oliver:

“Hari ini aku belajar menyusun kalimat berdasarkan kosakata yang kemarin aku pelajari, dan setelah berkali-kali salah, hari ini aku berhasil membuat beberapa kalimat berkat penjelasan dan petunjuk dari ChatGPT.”

(Oliver’s Self-reflection sheet, March 12th, 2026)

“Today, I practiced to write sentences based on the vocabulary I learned yesterday, and after making mistakes several times, I finally manage to create some sentences with the help of explanation and guidance from ChatGPT.”

(Oliver’s self-reflection sheet, March 12th, 2026)

Overall, the findings showed that ChatGPT functioned as a supportive learning tool that provided

guidance, feedback, and explanation to help learners gradually improving their vocabulary knowledge.

4.1.1.3 Contextualized Vocabulary Support

The finding further showed that participants receiving contextual vocabulary support from ChatGPT. This support included introducing relevant vocabulary, explanation, example sentences, and alternative word choices according to different contexts, which support them in completing vocabulary-related tasks. This can be seen in the following participant responses:

“Aku pernah ditugaskan untuk membuat teks deskripsi, dan aku mendeskripsikan permainan sepakbola sebagai hobiku. Waktu itu, ChatGPT membantu aku menemukan dan menjelaskan kosakata baru seperti positioning, awareness, footwork, dll lengkap dengan contoh kalimatnya.”

(Raven’s interview, April 12th, 2026)

“I was assigned to write a descriptive text about football as my hobby. At that time, ChatGPT helped me learn new vocabulary such as positioning, awareness, footwork, and others by providing explanations and example sentences.”

(Raven’s interview, April 12th, 2026)

Another participant also highlights how ChatGPT help them in vocabulary learning, as explain by Oliver:

“ChatGPT Memberikan penjelasan dengan detail, juga memberikan opsi kosakata yang sama dengan makna yang berbeda tergantung situasi dan kondisi.”

(Oliver’s interview, April 13th, 2026)

“ChatGPT provided explanation and suggest similar vocabulary with different meanings depending on the situations and conditions.”
(Oliver’s interview, April 13th, 2026)

It can be seen that participants received vocabulary support from ChatGPT in the form of explanations, example, and alternative words choices that suited different learning contexts.

4.1.1.4 Convenience and Efficiency in Vocabulary Learning

Convenience and efficiency while using ChatGPT became advantages experienced by learners in vocabulary learning. ChatGPT perceived as easy to access, practical to use, and able to provide various forms of vocabulary assistance within a single platform. These features helped learners engage in vocabulary learning effectively during the learning process. This experienced reflected on Raven’s statement:

“Mudah diakses dan digunakan, karena penjelasannya menyesuaikan kemampuanku jadi lebih mudah untuk aku memahami kosakata melalui contoh dan interaksi ku dengan ChatGPT.”

(Raven’s Interview, April 12th, 2026)

“ChatGPT is easy to access and use because the responses are adjusted to my level of understanding, making it easier for me to learn vocabulary through example and interactions.”
(Raven’s interview, April 12th, 2026)

Similar experiences regarding the efficiency of ChatGPT were also reported by Oliver, who explained:

“ChatGPT lebih efisien, karena aku bisa mendapatkan penjelasan, contoh kalimat, sinonim dan antonim dalam 1 aplikasi. Ini membuat proses pembelajaran ku lebih efektif.”

(Oliver’s Interview, April 13th, 2026)

“ChatGPT is efficient, because I can get explanation, example, synonyms, and antonyms in a single application. This makes the learning process more effective for me.”

(Oliver’s interview, April 13th, 2026)

The findings showed that ChatGPT perceived as a convenient and efficient learning tool by providing accessible, practical, and efficient learning assistance that facilitated learner to more engage with vocabulary in learning process.

4.1.1.4 Daily Usage Limitation

One of the challenges experienced by learners in using ChatGPT as vocabulary learning tool is the limitation of daily usage access. Learners explained the usage limit sometimes interrupted their learning process and restricted their interaction with ChatGPT. As explained by Helga:

“Kalau limit pemakaian harian sudah habis, aku kesulitan melanjutkan proses belajar, karena meskipun prompt yang aku buat sudah jelas, respon yang diberikan tidak sesuai dengan apa yang aku butuhkan.”

(Helga’s interview, April 11th, 2026)

“When the daily used was reached, I found it became difficult for me to continuing learning, because even though my prompts I create were already clear, the responses I received were not what I needed.”

(Helga’s interview, April 11th, 2026)

The same challenges were also experienced by Raven, who explained that:

“Karena ada limit penggunaan, penjelasan yang diberikan kadang (responnya) tidak fokus dengan pertanyaan yang diberikan, sehingga membuat aku kesulitan memahami kosakata yang sedang dipelajari, dan membutuhkan jawaban dari sumber lain.”

(Raven’s interview, April 12th, 2026)

“Because the usage of limit, the explanations provided sometimes less focus to the questions I asked, and it made difficult for me to understand the vocabulary I learn and forcing me to seek answer from other sources.”

(Raven’s interview, April 12th, 2026)

The limitation of daily usage access created challenges during English learning process. This limitation affected by restricting their access and interaction during learning process, particularly in maintaining continuous interaction and flexibility during the vocabulary acquisition.

4.1.1.5 Less Focused Responses

Another challenges experienced by learners during vocabulary learning through ChatGPT is receiving less focuses responses. ChatGPT’s responses sometimes less relevant to the topic being

discuss. Learners reported that sometimes the responses sometimes shifted away from the intended vocabulary topic. Oliver explained his experienced related this challenge:

“Kadang penjelasan yang diberikan terlalu panjang dan melebar ke topik yang tidak relevan, sehingga membuat aku kesulitan untuk fokus dan memahami penjelasan yang diberikan.”

(Oliver’s interview April 12th, 2026)

“Sometimes, the explanations provided were too long and shifted beyond the topic being discussed, making it difficult for meto focused and understand the explanation provided.”

(Oliver’s interview, April 12th, 2026)

This finding was further support by Helga’s self-reflection sheet, Helga wrote:

“Hari ini aku melanjutkan membuat kalimat, karena hasil kemarin kurang memuaskan. Tapi aku berhenti soalnya ChatGPT malah bahas grammar dan bikin pusing.”

(Helga’s self-reflection sheet, March 16th, 2026)

“Today, I continued practicing sentence writing because yesterday’s results were not satisfying, but I stopped because ChatGPT focused too much on grammar and it became confusing.”

(Helga’s self-reflection sheet, March 16th, 2026)

Less focused responses were identified as a challenge in vocabulary learning through ChatGPT,

particularly when the explanation provide moved beyond the intended learning focus.

4.2 Discussion

4.2.1 Teenage Learners' Experiences in Vocabulary Acquisition through ChatGPT

In relation to Sociocultural Theory, learning is viewed as a socially mediated process in which cognitive development occurs through interaction with external support (Vygotsky 1978). From this perspective, ChatGPT can be understood as a mediational tool that assists learners in developing their vocabulary knowledge through guided explanation and input.

4.2.1.1 Learning Vocabulary through Explanation, Example and Feedback

One of the positive experiences identified in this study is participants' gaining of new vocabulary through explanations, example sentences, and feedback provided by ChatGPT. This experience can be understood through Vygotsky's concept of mediation, which refers to the use of tool or signs that assist individuals understanding and constructing knowledge (Vygotsky 1978). These tools can include language itself, social interaction, and technology which function as intermediaries tools between the individual and the learning process. In the context of language learning, mediation plays an important role because it enables learners not only passively receive information, but also actively construct meaning through external assistance that support thinking process.

Based on the findings, one participant named Raven explained that ChatGPT provided feedback on the sentences he created, based on the vocabulary he had learned. In this process, learners actively

involving in revising and evaluating their understanding through two-way interaction with ChatGPT. Moreover, the use of digital interactive tools can create a more active learning environment because learners are encouraged to participate actively during learning process (Selfa-sastre et al., 2022). This can be seen on Raven's experience in which ChatGPT provided feedback on the sentences he created, based on the vocabulary he had learned. Through the interaction, learners not only receive correction, but also gain opportunities to identify their mistakes and develop a better understanding on vocabulary use in different context.

Related to the Raven's experience, Helga reported that ChatGPT provided explanations, simple example, and additional information related to the material being learned. In the context of this study, ChatGPT's function not only as a source of information, but also as digital tutor that help learners understand vocabulary use contextual explanations and interactive responses. This findings support Selfa-sastre et al. (2022) statement which states that technology can act as a tutor that supports learners through guidance and interactive responses during learning process. This support indicates that technology can create a more interactive learning experience and provide greater support for learners during the process of vocabulary acquisition. In this way, ChatGPT may help learners develop a more flexible and accessible vocabulary learning experience beyond the traditional classroom setting.

From Vygotsky's sociocultural (1978) theory, two-way interaction between learners and the tool can be seen as form of social activity that facilitated the process of vocabulary learning. ChatGPT provide

explanations, various forms of vocabulary repetition and feedback support learners in practicing and refining their vocabulary use. These features may contribute to increased learning motivation in the process of vocabulary acquisition.

4.1.2.2 Gradual Improvement in Vocabulary Use

The gradual improvement in vocabulary use reported by participants reflects to the concept of the Zone of Proximal Development (ZPD) proposed by Vygotsky (1978). According to this concept, learners' development occurs at two levels: the ability that can be achieved independently and the ability that can be achieved with the assistance of a more knowledgeable source or tool. In this study, ChatGPT can be viewed as a digital learning tool that provides contextual explanations, examples, and feedback, enabling learners' abilities to gradually develop toward high level.

Based on the data, Raven said that ChatGPT provided explanations that were easy to understand as well as examples that were relevant to everyday life, which gradually helped improved his ability. The use of simple explanations and contextual examples helped him engage actively with the vocabulary and understand how certain words were used in different contexts. This findings support the view of Wei (2023), who argued that AI including ChatGPT have ability to provide immediate responses and created a personalized language learning environment. Through this ability, ChatGPT allows learners to quickly clarify the unfamiliar vocabulary. Furthermore, its personalized support allows learners to receive vocabulary explanation and example tailored to their individual learning needs, which may facilitate more effective vocabulary learning.

In addition, in the self-reflection sheet, Oliver revealed after making many mistakes, he was eventually able to construct sentence correctly based in vocabulary he had learned. This finding showed that, the vocabulary learning process with the help of ChatGPT allows learners to gradually improve their understanding through explanation, repeated practice, and correction. It also indicates that making mistakes became part of the learning process that helped learners to develop a better understanding of appropriate vocabulary use. This finding can also related to Vygotsky's (1978) of the ZPD concept, which explain that ZPD refers to abilities that learners cannot achieve independently but can accomplish with support from more knowledgeable individuals or learning tools. The interaction with ChatGPT may have created opportunities for learners to recognize their weakness, reflect on their mistakes, and actively refine their vocabulary use during learning process.

4.2.1.3 Contextualized Vocabulary Support

From the sociocultural theory, learners' development is influenced by the interaction and support provided during the learning process. In this study, participants' interactions with ChatGPT can be understood as form of AI-mediated learning support, in which ChatGPT provide relevant vocabulary, detail explanations, example sentences, and feedback to support learners' vocabulary learning process. This form of support, reflect to the concept of scaffolding which refers to temporary assistance that gradually reduced as learners' ability develop (Daniels 2001).

Furthermore, Raven explained that ChatGPT helped him complete a descriptive text assignment by providing relevant vocabulary, explanations, and

examples sentences relate to football. This finding indicates that contextual explanation and relevant words related to the learning material may support learners in vocabulary acquisition process. In addition, AI in education enables the development of adaptive and intelligent systems that support personalized interaction and feedback based on learners' needs Wang et al. (2024). From the Raven experienced, it can be seen that AI can adjust its responses according to learners' needs, thereby providing more specific support in the language learning process.

In line with Raven, Oliver also revealed that ChatGPT not only provided explanations but also offered various vocabulary usages with similar meanings depending on different situations and contexts. This finding indicates that the scaffolding provided by ChatGPT was adaptive because it not only helped learners understand the basic meaning of vocabulary but also helped them understand the flexibility of vocabulary use across different contexts. In this regard, the view of Wang et al. (2024) reinforce this finding by explaining that AI in education can function as a personalized tutor that provides feedback based on students' needs and learning strategies. Through providing personalized feedback, ChatGPT can support learners more effectively than one-size-fits-all learning approaches. Such feedback help learners identify and address their specific vocabulary learning difficulties.

4.2.1.4 Convenience and Efficiency in Vocabulary Learning

Since its emergence, ChatGPT has attracted considerable attention from many people including learners who need immediate yet sufficiently detailed

information. In addition to providing rapid responses, participant explained that ChatGPT is also easy to use, which enables them to obtain learning assistance anytime according to their needs. The ease of access allows learners to learn more flexibly without depending on specific times and places. In addition, learner can also obtain various learning needs through single platform.

The three of participants' experience indicate that ChatGPT able to provide responsive and interactive assistance during learning process. This may occur because ChatGPT developed using sophisticated algorithms and architecture that allow it to generate and responses like human communication patterns (Karataş et al., 2024). In the context of language learning, this condition helps learners obtain explanations, examples of vocabulary usage, and feedback in a more practical and flexible way.

4.2.1.5 Daily Usage Limitation

ChatGPT can support the language learning process by providing feedback and explanations. In contrast, Helga explained that the responses sometimes remained inappropriate even after she tried to make the prompts clearer and more specific. Other participant also reported that some responses became less focused, leading them to use additional sources to get the clearer explanations. Such experienced suggest that the limited access to technology may affect not only the continuity of the interaction, but also affected on learners' learning strategies. Along the same line, Solak (2024) pointed out that the one of challenges using ChatGPT as a language learning meditational tool is the limitation of the tool itself. In this study, learners' experienced daily usage limits

which affected in their learning strategies and learning consistency.

4.2.1.6 Less Focus Responses

Drawing on sociocultural theory Vygotsky (1978), interaction between learners and more knowledgeable sources plays an important role in the learning process, in this context ChatGPT. Therefore, the responses provided by ChatGPT need to be clear and relevant to the learners' needs. Responses that were too board and unrelated to the questions asked could lead to confusion and make it more difficult for learners to understand the learning material.

The data showed that Helga and Oliver felt some responses were too general and did not directly answer their questions. As a result, they need revise their prompt and seek explanation from other sources to get more specific information. These experiences suggest that although ChatGPT can support the language acquisition process, the quality of its responses still influences on how effectively learners use it to support their understanding learning material. As discussed in chapter two, one of ChatGPT's weaknesses is the possibility of generating inaccurate or unsatisfactory responses (Cuc & Huyen, 2025). Accurate explanation and responses serves as an essential part of the learning process. Therefore, inaccurate information may lead learners to develop misconceptions about word meanings, usage or context, which can hinder the vocabulary acquisition process.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

This study was conducted to explore teenage learners' experience in utilizing ChatGPT as a tool for vocabulary acquisition. The study also sought to understand how the participants perceived the benefit and challenges using ChatGPT as English vocabulary acquisition tool. Based on the findings of the study, the three of participants perceived ChatGPT as a supportive tool that assisted them in understanding and acquiring English vocabulary. Through its immediate feedback feature, they used ChatGPT to obtain word explanations, examples, and interactive feedback for their learning outcomes. ChatGPT also perceived as a language learning aid that support participants in vocabulary acquisition by providing scaffolding and facilitating their ZPD during learning process.

However, despite the various conveniences offered by ChatGPT, participants also experienced several challenges during its use. One of the main challenges is daily usage limitation, which affected their learning strategies and interrupted their interaction with ChatGPT during vocabulary learning process. Furthermore, responses that sometimes less focused could reduce their' concentration and learning motivation. Nevertheless, participants continue to perceive ChatGPT as an accessible, practical, and efficient learning tool. Overall, the findings of this study indicate that ChatGPT has the potential to serve as a flexible, interactive, and accessible tool that support learners in developing their English Vocabulary acquisition.

5.2 Recommendation

Based on findings of the study, several recommendations are addressed to teacher, learners, and future researchers regarding the use of ChatGPT in the process of vocabulary acquisition and English language learning.

5.2.1 For English Teacher

Teachers may utilize ChatGPT as a supportive mediational tool into process of English vocabulary learning, particularly to assist learners in improving their understanding of vocabulary, words nuances, synonym, and antonyms. The use of ChatGPT may also serve as an alternative tool to promote a more flexible and students-centered learning environment. However, teachers still need to provide guidance and supervision to ensure that learners use ChatGPT wisely and obtain the relevant information to the learning material. In addition, teachers should help learners understand that ChatGPT's function in learning process as mediational supporting tool, rather than a replacement for the teacher's role.

5.2.2 For Learners

Learners may utilize ChatGPT as an additional English learning tool to support the vocabulary acquisition process, such as finding word meanings, gain explanation, learning synonyms and antonyms, also practicing vocabulary independently. The use of ChatGPT may help learners flexible in learning process, because it personalize to their individual learning pace and needs. Nevertheless, learners still need to adopt critical approach when using ChatGPT by double-check the information provided and avoiding excessive dependence on the technology during learning process.

5.2.3 For Future Researcher

Future researcher is expected to further explore the use of ChatGPT in other aspects of English language learning competencies. In addition, future researchers may involve a larger number of participants with more diverse backgrounds in order to obtain broader findings. Future researchers may also employ different research design, to gain a deeper understanding of the influence of ChatGPT on the process of English language learning.

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