

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Research

Vocabulary plays a crucial role in acquiring English language proficiency, especially for students who learn English as a Foreign Language (EFL). Without a strong vocabulary foundation, learners often struggle to comprehend texts, express their ideas clearly, and engage in meaningful communication. This challenge becomes even more significant in vocational education, where English is used for specific purposes related to professional expertise (Alqahtani, 2015).

This professional expertise is highly relevant for students of SMKN 4 Jambi City majoring in Fashion Design, as they are expected to understand and use technical terms related to clothing, fabrics, design elements, and garment production. Unfortunately, many vocational students, including those in Fashion Design, face difficulties in learning English vocabulary that is specific to their field. These challenges often stem from limited exposure to fashion-related terminology, a lack of specialized instructional materials, and minimal opportunities to practice the vocabulary in real-life contexts (Mousapour & Dabaghi, 2019).

These real-life contexts are rarely available due to the limited integration of technology in vocabulary instruction. Most students still heavily rely on textbooks or teacher explanations, which may not always provide engaging or field-specific learning experiences. In response to these limitations, there is a growing interest in

the use of Artificial Intelligence (AI) technologies that support more interactive and personalized vocabulary learning (Wang & Vasquez, 2012).

Vocabulary learning through AI-based tools like ChatGPT offers new opportunities in terms of engagement and personalization. ChatGPT, a language model developed by OpenAI, can simulate conversations, provide word definitions and usage examples, generate vocabulary exercises, and offer instant feedback all tailored to the individual learner's needs. A study by Trinh (2024) showed that ChatGPT can improve vocabulary retention, reduce cognitive load, and promote learner autonomy, making it more effective than traditional tools like dictionaries. Another study by Yıldız (2023) found that students felt more motivated and confident when learning English using ChatGPT.

However, dictionaries cannot foster learning motivation the way learners' perceptions of tools like ChatGPT can. The effectiveness of ChatGPT in language learning heavily depends on how students perceive and respond to the tool. Their attitudes influence how actively and confidently they use it, which in turn affects learning outcomes. As Bin-Hady et al. (2024) pointed out, positive student perceptions toward AI in education can enhance motivation and participation, though such perceptions may vary depending on the educational context and student background.

Learner background and context, therefore, become critical considerations when evaluating the use of ChatGPT in vocational education. For this reason, it is important to explore the perceptions of Fashion Design students toward using ChatGPT as a vocabulary learning tool. By understanding their experiences,

challenges, and opinions, educators and curriculum developers can make better-informed decisions about integrating AI tools into vocational English learning. Therefore, this study focuses on investigating the perceptions of eleventh-grade Fashion Design students at SMKN 4 Jambi regarding the use of ChatGPT for learning English vocabulary relevant to their field

## **1.2 Identification of The Problem**

Based on the background of the research, several problems have been identified regarding the use of English vocabulary learning tools among Fashion Design students at SMKN 4 Jambi :

1. Students struggle mastery vocabulary that is specific to fashion design, due to a lack of exposure and limited use of technical terms in daily communication and classroom interaction.
2. There is a shortage of specialized English learning materials that focus on vocabulary related to the fashion industry, making it difficult for students to connect their English learning with their vocational field.
3. Technology, particularly AI tools like ChatGPT, has not been widely integrated into the English learning process at school.

## **1.3 Limitation of The Problem**

This research is limited to exploring the perceptions of eleventh-grade Fashion Design students at SMKN 4 Jambi regarding the use of ChatGPT for learning English vocabulary. It does not measure students' actual vocabulary improvement or compare ChatGPT with other learning tools. The vocabulary scope is restricted

to terms related to fashion and design, and the data is collected through students' self-reported responses, which may involve subjective views.

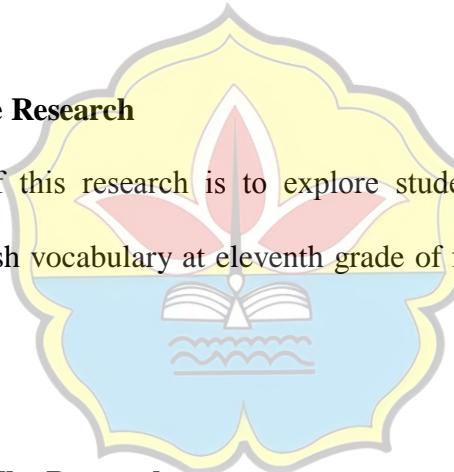
#### **1.4 Formulation of The Problem**

Based on the limitation of the problem stated above, the formulation of the research question is as follows:

"What are student's perceptions of using ChatGPT for English vocabulary at eleventh grade of fashion design in SMKN 4 Jambi "

#### **1.5 Purpose of The Research**

The purpose of this research is to explore student's perceptions of using ChatGPT for English vocabulary at eleventh grade of fashion design in SMKN 4 Jambi.



#### **1.6 Significant of The Research**

By conducting this research, the researcher hope that the result of this research will be benefited to :

##### **1. Theoretically**

- This study helps understand how AI tools like ChatGPT can support vocabulary learning in specific fields, especially in vocational education.

##### **2. Practically**

- The findings provide practical guidance on how ChatGPT can be used in classrooms to enhance vocabulary learning, particularly for fashion design students.

### 3. For Teachers

- Teachers can use this research to better integrate ChatGPT into their teaching, making vocabulary lessons more engaging and tailored to students' needs.

### 4. For Future Research

- This research paves the way for future studies on AI in language learning and its impact in different educational settings.

## 1.7 Definition of Key Term

To clarify the using of terminology in this research, the researcher expose the definition of following terms :

### 1. Perceptions

Perceptions in this study are defined as students' cognitive and emotional responses in interpreting their experiences when using ChatGPT, including how they view its usefulness, challenges, and effectiveness in supporting English vocabulary learning.

### 2. Vocabulary

Vocabulary refers to the collection of English words, particularly fashion-

related terms, that students know, understand, and use in both spoken and written communication during their learning process.

### 3. ChatGPT

ChatGPT is an Artificial Intelligence (AI) language model developed by OpenAI, defined in this study as a digital learning tool that helps students learn English vocabulary by providing explanations, examples, and interactive practice.

