

**STUDENTS' ATTITUDES TOWARDS AI
SPEAKING PARTNERS: ANALYZING
ACCEPTANCE OF AND RESISTANCE TO
CHATGPT**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Islam (S.Pd) in Teaching English



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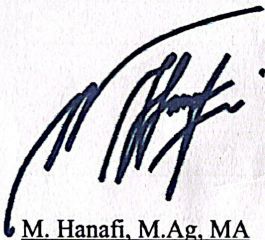
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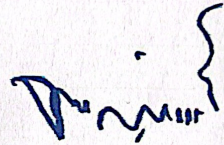
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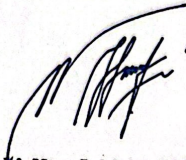
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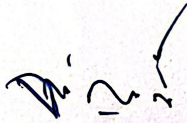
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ABSTRACT

Mufidah, Nur Lailatul (2026). *Students' Attitudes towards AI Speaking Partners: Analyzing Acceptance of and Resistance to ChatGPT*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: M. Hanafi, M.Ag, MA. and Prof. Dr. Phil. Khoirun Niam.

Key Words: *Students' Attitude, AI Speaking Partner, Acceptance, Resistance, ChatGPT*

The fast evolution of artificial intelligence has affected learning English as a foreign language, specifically speaking. ChatGPT has become a learning assistant who can speak to learners, allowing them to train on their own. This research explores how students accept and resist ChatGPT as a speaking partner AI and what affects the two attitudes. This research used a quantitative survey design on 60 students who had attended the English Language Education program and had attended a course in Spoken English. A Likert-scale questionnaire on the basis of Technology Acceptance Model (TAM) and Innovation Resistance Theory (IRT) was used to collect data and was analyzed with the help of descriptive statistics. The results indicate that the acceptance of ChatGPT by students is average, with the exception that a number of students reveal high levels of acceptance. The opposition of the students is also classified as moderate meaning that the attitude that students had was not against it but was rather cautious. The factors that affect acceptance are perceived usefulness, perceived ease of use, and learning support, whereas

perceived resistance is linked to fears of overreliance on AI, inaccuracy in response, and the lack of human interaction. On the whole, ChatGPT is viewed as a supportive speech partner, which does not replace teachers or human interaction, which emphasizes the need to integrate pedagogical guidance.



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ABSTRAK

Mufidah, Nur Lailatul (2026). *Students' Attitudes towards AI Speaking Partners: Analyzing Acceptance of and Resistance to ChatGPT*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Supervisors: M. Hanafi, M.Ag, MA. and Prof. Dr. Phil. Khoirun Niam.

Key Words: *Sikap Mahasiswa, Mitra Berbicara AI, Penerimaan, Penolakan, ChatGPT*

Perkembangan pesat kecerdasan buatan telah mempengaruhi pembelajaran bahasa Inggris, khususnya pada aspek berbicara. ChatGPT muncul sebagai mitra berbicara berbasis AI yang memungkinkan mahasiswa berlatih secara mandiri. Penelitian ini bertujuan untuk mengkaji tingkat penerimaan dan resistansi mahasiswa terhadap ChatGPT sebagai mitra berbicara AI serta faktor-faktor yang mempengaruhi keduanya. Penelitian ini menggunakan desain kuantitatif dengan metode survei yang melibatkan 60 mahasiswa Program Studi Pendidikan Bahasa Inggris yang telah menempuh mata kuliah Spoken English. Data dikumpulkan melalui kuesioner skala Likert yang dikembangkan berdasarkan Technology Acceptance Model (TAM) dan Innovation Resistance Theory (IRT), kemudian dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa tingkat penerimaan mahasiswa terhadap ChatGPT berada pada kategori sedang, dengan sebagian kecil menunjukkan penerimaan tinggi. Tingkat resistansi mahasiswa juga berada pada kategori sedang, yang menunjukkan sikap

kehati-hatian. Faktor penerimaan meliputi persepsi kegunaan, kemudahan penggunaan, dan dukungan pembelajaran, sedangkan resistansi dipengaruhi oleh kekhawatiran terhadap ketergantungan pada AI, keakuratan respon, dan keterbatasan interaksi manusia. Secara umum, ChatGPT dipersepsikan sebagai mitra berbicara pendukung, bukan pengganti peran dosen maupun interaksi manusia, sehingga integrasi AI memerlukan pendampingan pedagogis yang tepat.

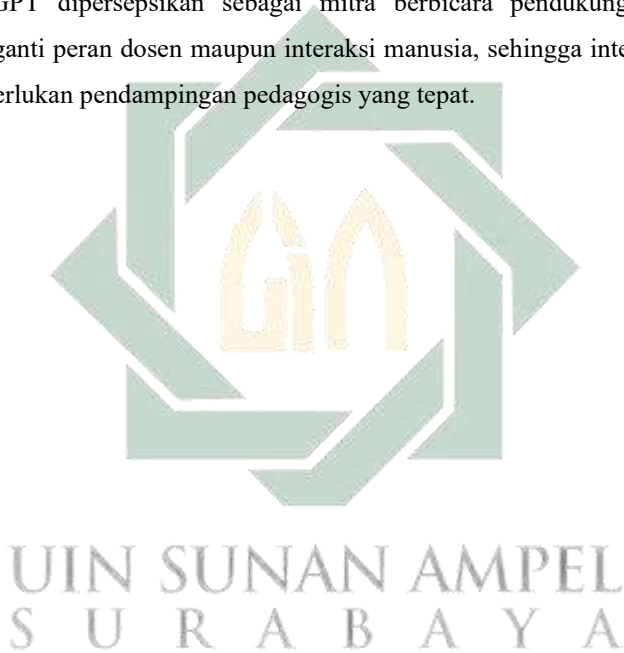


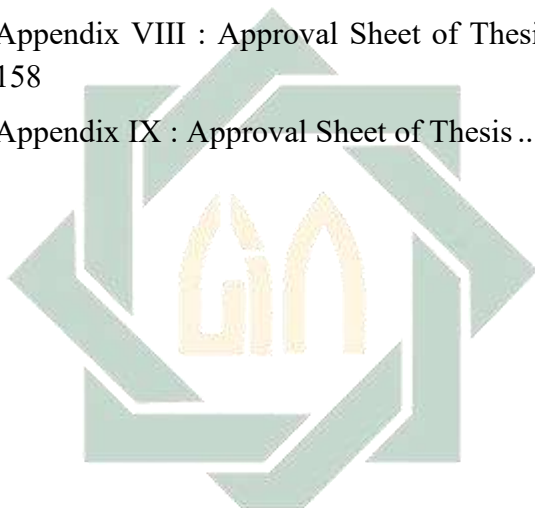
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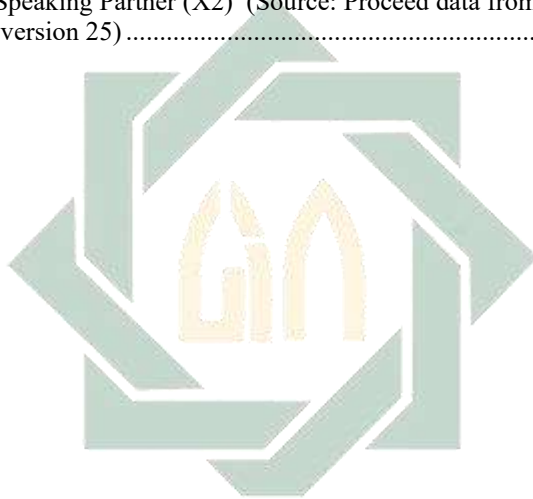
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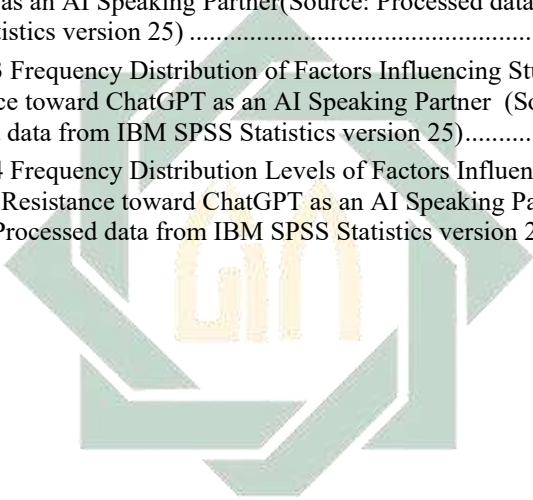
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