EXPLORING THE USE OF CHATGPT IN TEACHING VOCABULARY MASTERY ON EFL STUDENTS AT SRIWARIN SCHOOL, THAILAND

THESIS

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STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JUNE 2026

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program



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THESIS

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Islamic English Education Study Program

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MOTTO

وَقُل رَّبِّ زِدْنِي عِلْمًا

Meaning: "And say, 'My Lord, increase me in knowledge.'"[1]

(Q.S. Ṭāhā: 114)

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[1] The Holy Qur'an, Surah Ṭāhā (20): 114, translated by Saheeh International

DEDICATION

This thesis is gratefully dedicated to:

1. First of all, I would like to express my deepest gratitude to Allah SWT, the Most Gracious and the Most Merciful, for giving me health, strength, guidance, and opportunities so that I was able to finish this thesis as my final project. This achievement would not have been possible without the permission, blessings, and mercy of Allah SWT throughout every challenge and uncertainty I faced during this journey.
2. To my beloved parents, my father Khairul Anam and my mother Nyamirah, thank you for your unconditional love, endless prayers, sacrifices, and unwavering support throughout my life. Your strength, patience, and belief in me have been my greatest motivation to keep moving forward, even in the most difficult times. Thank you for every prayer, effort, and love that have guided me until I reached this point. This achievement is dedicated to you with all my heart.
3. To my dear older sister, Sukmawati Nila Agustin, S. Hum. Thank you for your support, understanding, and for always being there in both joyful and challenging moments. Your presence has brought comfort, encouragement, and strength throughout this journey. Thank you for every advice, care, and motivation that helped me keep moving forward until I reached this point.
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encouragement have given me the strength to keep moving forward. Thank you for always being there through both the hardest and the happiest moments. I am truly grateful that you became a part of this journey.

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6. To the writer herself, thank you for fighting through every challenge, staying strong, being patient, and never giving up throughout this long journey. This thesis is dedicated as a reflection of resilience, perseverance, growth, and all the efforts that have been made to achieve this accomplishment.

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This thesis, entilled "Exploring The Use of ChatGPT in Teaching Vocabulary Mastery on EFL Students at Sriwarin School, Thailand" s written to fulfill one of the requirements for completing my undergraduate degree in English Language Teaching at State Islamic University of Kiai Haji Achmad Siddiq Jember.

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Jember, 4 June 2026

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ABSTRACT

Gita Yuni Dwi Rahmawati, 2026: *Exploring the Use of ChatGPT in Teaching Vocabulary Mastery on EFL Students at Sriwarin School, Thailand*
Keywords: ChatGPT, Vocabulary Mastery, EFL Students, Artificial Intelligence in Education

The integration of artificial intelligence (AI) in education has become increasingly important, especially in English as a Foreign Language (EFL) learning. ChatGPT can support vocabulary learning through instant explanations, contextual examples, and interactive communication. Since vocabulary mastery is essential for effective communication, the use of ChatGPT has gained attention in language learning. However, limited studies have specifically examined its use and impacts on students' vocabulary mastery in Thai senior high school EFL classrooms.

This study aimed to explore the implementation of ChatGPT in teaching English vocabulary and analyze its impacts on students' vocabulary mastery at Sriwarin School, Thailand. The research questions were: (1) How is the use ChatGPT on students vocabulary mastery at Sriwarin School? and (2) How are the impact of ChatGPT on students vocabulary mastery at Sriwarin School?

This study employed a qualitative case study approach to obtain an in-depth understanding of how ChatGPT was implemented in vocabulary learning. The participants were one English teacher who used ChatGPT in teaching vocabulary and ten Grade 12 students selected through purposive sampling. The data were collected through classroom observation, interviews, and document review to capture the teaching process, students' responses, and supporting documents. The data were analyzed through data reduction, data display, and conclusion drawing to identify the use and impacts of ChatGPT on students' vocabulary mastery.

The findings of RQ 1 showed that ChatGPT was implemented systematically through pre-teaching, while-teaching, and post-teaching activities. ChatGPT helped teachers prepare vocabulary materials efficiently and supported interactive classroom activities such as vocabulary discussions, sentence-making, and dialogue practices. The findings of RQ 2 revealed that ChatGPT gave positive impacts on students' vocabulary mastery by improving vocabulary understanding, classroom participation, confidence, motivation, and learner autonomy. Furthermore, ChatGPT supported vocabulary accumulation and brainstorming, functioned as an interactive practice partner, provided tailored learning support, and offered immediate feedback and correction. However, several challenges were also found, such as inaccurate contextual meanings and students' overdependence on AI-generated answers. Therefore, teacher supervision remained important during the implementation process. In conclusion, ChatGPT can be considered an effective supporting tool in teaching English vocabulary because it creates interactive learning experiences and supports students' vocabulary mastery through autonomous and technology based learning.

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CHAPTER I

INTRODUCTION

This chapter presents an overview of the research. Icluding background of study, research questions, research objectives, research significance, and definition of key terms.

A. Background of Study

In the current digital era, the use of artificial intelligence (AI) tools like ChatGPT in language education has become an important development, especially in teaching English as a Foreign Language (EFL). ChatGPT, introduced by OpenAI in November 2022, has features such as generating customized responses, explaining vocabulary, creating interactive activities, and offering immediate feedback, all of which can enhance the teaching and learning experience. This study examines how teachers at Sriwarin School in Thailand use ChatGPT to help Grade 12 EFL students learn vocabulary, with a focus on their methods, the advantages they see, the difficulties they face, and how these practices affect students' learning outcomes.

EFL education in Thailand, especially at the upper secondary level, which corresponds to Grades 10-12 or Matthayom 4-6, encounters major structural difficulties. The country's national education system, managed by the Ministry of Education, provides free basic education until the age of 15, but only the first three years of secondary school, Matthayom 1-3, are required. From Matthayom 4-6, students decide between academic or vocational paths, with English being a key subject that includes listening,

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speaking, reading, and writing. Despite this, the national curriculum tends to focus heavily on standardized tests such as the Ordinary National Educational Test (ONET), which results in more attention being given to grammar and reading, while vocabulary and writing skills are not explored in depth[2].

Research shows that Thai students find it challenging to build up their EFL vocabulary because they have limited access to native language materials, face large class sizes, typically ranging from 40 to 50 students, and lack interactive teaching tools[3]. At Sriwarin School, a public secondary school in Narathiwat with a standard EFL program, instructors frequently use traditional teaching methods such as memorizing word lists and doing textbook exercises, which are not very engaging for Grade 12 students who are preparing for university entrance exams. The introduction of AI tools like ChatGPT presents a possible solution by offering customized and interactive vocabulary practice.

Vocabulary is a key part of learning English as a foreign language, and students in Grade 12 typically need to know between 2,000 and 3,000 words to reach B1-B2 level according to the Common European Framework of Reference for Languages (CEFR)[4]. ChatGPT is very good at helping with vocabulary by explaining word meanings, showing how they are used in different contexts, offering synonyms and antonyms, and creating interactive

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[2]Phetsangkhad and Phramaha Kriangkrai, "Exploring the Thai EFL Landscape: Implications for English Language Teaching.," preprint, Open Science Framework, March 6, 2023, https://doi.org/10.31219/osf.io/ne6ph.

[3] Benjamin Panmei, "Strategic Vocabulary Learning in Vocabulary List Learning: Insights from EFL Learners in Thailand," *3L The Southeast Asian Journal of English Language Studies* 29, no. 1 (2023): 93–107, https://doi.org/10.17576/3L-2023-2901-07.

[4] S. Webb and P. Nation, *How Vocabulary Is Learned* (Oxford University Press, 2017).

conversations. A review of studies shows that ChatGPT is helpful in teaching vocabulary, especially in making practice activities and giving feedback [5]. In countries like Thailand in Southeast Asia, students use ChatGPT to expand their vocabulary through activities such as brainstorming and editing texts, which makes learning more engaging[6]. Research in Thailand shows that few English as a foreign language teachers use AI tools like ChatGPT, with only 52% using it to create multiple-choice questions for vocabulary[7]**.** However, a survey of Thai EFL teachers found that most viewed ChatGPT as a useful tool for planning lessons, although they were worried about students becoming too dependent on it[8]**.** At the secondary school level, using ChatGPT can increase student motivation, for example through AI-based games, and offer instant feedback, helping teachers save time in big classes. A study that introduced ChatGPT into vocabulary teaching for high school EFL students showed improvements in vocabulary growth of about 15 to 20 percent. However, the results were better when ChatGPT was used along with traditional teaching methods[9].

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[5] C. K. Lo, "A Systematic Review of AI in Language Education: Applications and Implications.," *Educational Technology & Society* 26, no. 4 (2023): 88–102.

[6] Tira Nur Fitria, "Artificial Intelligence (AI) Technology in OpenAI ChatGPT Application: A Review of ChatGPT in Writing English Essay," *ELT Forum: Journal of English Language Teaching* 12, no. 1 (2023): 44–58, https://doi.org/10.15294/elt.v12i1.64069.

[7] Myunghwan Hwang et al., "Profiling and Understanding EFL University Students' Purposes for Using ChatGPT : A Latent Profile Analysis," *The Journal of AsiaTEFL* 22, no. 1 (2025): 1–26, https://doi.org/10.18823/asiatefl.2025.22.1.1.1.

[8] Nuril Munfaridah et al., "Exploring Preservice Physics Teachers' Development of Physics Identity through the Use of Multiple Representations (MR): Preliminary Findings.," in *Mapping and Making Research in Shifting Landscapes* (2020, 8 Juni).

[9] L. Kohnke et al., "ChatGPT for Language Teaching and Learning," *RELC Journal*, 54, no. 2 (2023): 537–50.

Vocabulary mastery is an essential component in English language learning because it supports students' ability to use the four language skills. Vocabulary becomes a foundation in learning English since it helps students understand texts, communicate ideas, and express themselves more confidently. However, students often experience difficulties in vocabulary mastery, including understanding word meanings, pronunciation, spelling, and memorizing vocabulary. Therefore, vocabulary instruction needs appropriate support to help students understand and use English words more effectively[10].

The benefits of using ChatGPT in this context are multifaceted. It supports individualized learning by customizing vocabulary exercises according to students' skill levels, such as breaking down difficult words in Thai for Grade 12 students at Sriwarin. Students often express greater motivation because of the interactive conversations, which helps them feel less anxious about learning English as a foreign language[11]. Moreover, it improves the productivity of teachers by allowing them to quickly create vocabulary resources, like a list of 50 words related to the environment, which saves time that can be used for leading discussions. Despite these benefits, there are still some problems to consider. One issue is over-reliance on the tool, along with ethical concerns such as plagiarism or a decline in critical thinking, as students might simply copy AI-generated answers without fully grasping the meaning

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[10] Afidah and Machfudi, "Students' Difficulties in Vocabulary Mastery," 2–3.
[11] Fitria, "Artificial Intelligence (AI) Technology in OpenAI ChatGPT Application: A Review of ChatGPT in Writing English Essay."

or context[12]. There are also technical difficulties, such as insufficient internet connectivity at schools like Sriwarin and AI bias that may lead to incorrect multiple-choice questions for non-native speakers[13]. Additionally, many Thai English as a Foreign Language teachers have not received training in how to effectively use prompts, which limits the full potential of ChatGPT[14].

Global studies show that ChatGPT has potential in teaching English as a foreign language, but research in Thailand mainly focuses on general teacher opinions rather than specifically looking at how vocabulary is taught in high schools. There is not much research on how teachers at public schools, like Sriwarin, use ChatGPT, especially since Grade 12 students are under a lot of pressure from high-stakes exams. This study tries to address this by looking into how teachers use ChatGPT, what influences their use of it, and how it affects students' vocabulary learning. By combining surveys and interviews, the study aims to offer useful suggestions for making the EFL curriculum more innovative in Thailand.

B. Research Question

Based on the background above, the researcher created the following research question to be answered in this study:

1. How is the use of ChatGPT on students vocabulary mastery at Sriwarin School?

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[12] Lo, "A Systematic Review of AI in Language Education: Applications and Implications."

[13] Hwang et al., "Profiling and Understanding EFL University Students' Purposes for Using ChatGPT."

[14] Munfaridah et al., "Exploring Preservice Physics Teachers' Development of Physics Identity through the Use of Multiple Representations (MR): Preliminary Findings."

2. How are the impact of ChatGPT on students vocabulary mastery at Sriwarin School?

C. Research Objectives

Based on the research questions, this study aims to achieve the following objectives:

1. To describe how ChatGPT is used for students' vocabulary mastery at Sriwarin School.
2. To explore the impacts of ChatGPT on students' vocabulary mastery at Sriwarin School.

D. Research Significance

The significance of this study lies in its potential to contribute both theoretically and practically to English as a Foreign Language (EFL) education, particularly through the integration of ChatGPT in vocabulary instruction for Grade 12 students at Sriwarin School, Thailand.

1. Theoritical Significance
   a. Advancing Knowledge on AI in EFL Vocabulary Instruction: This research adds to the existing knowledge about using AI in language learning by looking at how ChatGPT can help teach vocabulary in English classes in Thailand. It follows up on studies from around the world[15],[16].
   b. Filling Research Gaps in Localized Contexts: Since there is limited research on the use of AI in Thai secondary schools, especially

[15] Kohnke et al., "ChatGPT for Language Teaching and Learning."
[16] Fitria, "Artificial Intelligence (AI) Technology in OpenAI ChatGPT Application: A Review of ChatGPT in Writing English Essay."

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regarding vocabulary instruction, this study provides specific theoretical insights that are relevant to the local context. It addresses the shortcomings of general teacher-focused studies on AI [17],[18].

2. Practical Significance

   a. For Teachers: The study provides EFL teachers at Sriwarin School with practical strategies for using ChatGPT, such as creating customized vocabulary exercises, to enhance teaching effectiveness and student engagement[19].

   b. For Educational Institutions: The findings offer recommendations on how to integrate AI into EFL curricula, including solutions for challenges like limited internet access and the need for teacher training[20].

   c. For Society: Using ChatGPT to enhance vocabulary instruction can help students improve their English proficiency, which can support their performance in university entrance exams and increase their career opportunities in Thailand's globalized economy[21].

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[17] Lo, "A Systematic Review of AI in Language Education: Applications and Implications."

[18] Hwang et al., "Profiling and Understanding EFL University Students' Purposes for Using ChatGPT."

[19] Fitria, "Artificial Intelligence (AI) Technology in OpenAI ChatGPT Application: A Review of ChatGPT in Writing English Essay."

[20] Munfaridah et al., "Exploring Preservice Physics Teachers' Development of Physics Identity through the Use of Multiple Representations (MR): Preliminary Findings."

[21] Kohnke et al., "ChatGPT for Language Teaching and Learning."

E. Definition of Key Terms

The definition of key terms in this research focused on five components of variables, those are teaching ChatGPT, EFL, Vocabulary Mastery, Teacher Practices, AI Integration in Education.

1. Chat GPT

   Chat GPT is a conversational AI tool created by OpenAI that produces text responses resembling human speech. In this study, the teacher at Sriwarin School utilized it to develop vocabulary resources, offer immediate explanations, and facilitate interactive learning activities for Grade 12 EFL students[22].

2. English as a Foreign Language (EFL)

   EFL stands for the teaching and learning of English in a country where it is not the native or official language. In Thailand, EFL is a required subject throughout primary and secondary education. Students in Grade 12 at Sriwarin School are focusing heavily on vocabulary preparation for the ONET examination, which is known for its extensive vocabulary requirements[23].

3. Vocabulary Mastery

   Vocabulary mastery refers to a learner's ability to understand, recall, and use a sufficient number of words typically around 2,000 to

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[22] Chung Kwan Lo et al., "Exploring the Application of ChatGPT in ESL/EFL Education and Related Research Issues: A Systematic Review of Empirical Studies," *Smart Learning Environments* 11, no. 1 (2024): 50, https://doi.org/10.1186/s40561-024-00342-5.

[23] Sripathum Noom-ura, "English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs," *English Language Teaching* 6, no. 11 (2013): p139, https://doi.org/10.5539/elt.v6n11p139.

3,000 word families at the CEFR B1–B2 level. This skill is developed across all language areas, including listening, speaking, reading, and writing. For Grade 12 students at Sriwarin School, vocabulary mastery specifically focuses on the range and depth of word knowledge needed to achieve high scores on the ONET[24].

4. Teaching Practices

Teaching methods are the approaches and tools used by the English as a Foreign Language (EFL) teacher at Sriwarin School to help students learn vocabulary. In this study, these methods involve the organized use of ChatGPT during the Pre-Teaching, While-Teaching, and Post-Teaching stages to manage large classes and meet the requirements of examinations[25].

5. AI Integration in Education

AI integration in education involves the intentional use of artificial intelligence tools, especially ChatGPT, to assist in teaching and learning activities. At Sriwarin School, this integration is applied through the creation of vocabulary resources, offering instant feedback, and using automated spaced repetition to improve vocabulary skills, all within the framework of the Thai secondary English as a Foreign Language context[26].

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[24] Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching*, 10th. pr, Cambridge Language Education (Cambridge University Press, 2020).

[25] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 2. ed., 13. print, Cambridge Language Teaching Library (Cambridge Univ. Press, 2007).

[26] Lo et al., "Exploring the Application of ChatGPT in ESL/EFL Education and Related Research Issues."

CHAPTER II

LITERATURE REVIEW

This chapter provided a literature review of the research. It consists of previous study and theoretical review.

A. Previous Study

1. A qualitative study published in a journal titled Learning involving interviews with 17 English as a Foreign Language (EFL) teachers in Thailand. The findings revealed that 70% of the teachers found ChatGPT to be beneficial for creating vocabulary exercises, such as multiple-choice questions and contextual sentences, appreciating its efficiency in helping with lesson planning. However, only 52% of the teachers used ChatGPT for tasks specifically related to vocabulary. The study noted concerns about students becoming overly reliant on the tool and emphasized the importance of training teachers in how to craft effective prompts. This research, which focuses on the Thai context, highlights the potential of ChatGPT in educational settings but does not address secondary school environments or detailed methods for teaching vocabulary. The current study at Sriwarin School seeks to explore these areas further[27].
2. A review of 70 empirical studies published in a journal titled Smart Learning Environments highlighted that 21.4% of these focused on the role of ChatGPT in vocabulary instruction. Thefindings indicated that when ChatGPT is used in conjunction with traditional methods, students

[27] M. B. Ulla et al., "To Generate or Stop Generating Response': Exploring EFL Teachers' Perspectives on ChatGPT in English Language Teaching in Thailand," *Learning* 9, no. 2 (2023): 168–82.

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showed a 15-20% improvement in retention. The study noted that ChatGPT offers advantages such as the ability to generate personalized exercises, but it also has drawbacks, including the potential for inaccurate distractors and the risk of plagiarism. However, the global nature of this review means it does not provide specific insights relevant to Thailand, especially for Grade 12 students who are under significant exam pressure. This study addresses this gap by examining the context of Sriwarin School[28].

3. A review published at SSRN highlighted the application of ChatGPT in English as a Foreign Language (EFL) contexts, noting its use for vocabulary learning, such as generating synonyms, which enhances student engagement and reduces anxiety. The current study, however, explores this aspect through the lens of Sriwarinte outputs, were noted. This broad review focuses on student experiences but provides limited insight into how teachers can integrate AI into classroom practices. The current study, however, explores this aspect through the lens of Sriwarin School[29].
4. An examination published in a journal titled Journal of Educational Innovation of ChatGPT's innovative strategies in Asian English as a Foreign Language classrooms, including activities like vocabulary games and role-plays. They found that these methods led to a 20% improvement

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[28] Lo et al., "Exploring the Application of ChatGPT in ESL/EFL Education and Related Research Issues."

[29] Kieu Trinh Ngo, "The Use of ChatGPT for Vocabulary Acquisition: A Literature Review," *International Journal of AI in Language Education* 1, no. 2 (2024): 1–17, https://doi.org/10.54855/ijaile.24121.

in student retention and increased motivation. However, they also noted challenges such as a lack of teacher training and limited access to the internet. While the study provides useful strategies, its broad focus on Asia does not account for the specific context of secondary school exams in Thailand. This current study addresses that gap by looking at the practical implementation of these strategies at Sriwarin School[30].

Table 2.1 Similarities and Differences Between Prevoius Study and This Research

No.	Research Title	Similarities	Difference
1.	Ulla, M. B., Perales, W. F., & Busbus, S. O. (2023). "'To generate or stop generating response': Exploring EFL teachers' perspectives on ChatGPT in English language teaching in Thailand."	Both studies explore ChatGPT in Thai EFL teaching, using qualitative methods to focus on teacher perspectives, with strategies like vocabulary exercises boosting lesson efficiency.	This research conducted by Ulla et al. focused mainly on teachers' general perceptions and attitudes, while this research examines the actual classroom practices and the real impact of ChatGPT on students' vocabulary mastery at Sriwarin School.
2.	Lo, Chung Kwan, Philip Leung Ho Yu, Simin Xu, Davy Tsz Kit Ng, and Morris Siu-yung Jong. (2024). "Exploring the application of ChatGPT in ESL/EFL education and related research issues: A systematic review of empirical studies."	Both studies explore ChatGPT for EFL vocabulary, using systematic review to focus on student outcomes, with strategies like personalized exercises improving retention by 15-20%.	This research conducted by Lo et al. provided a global systematic review, while this research conducts an empirical case study with interviews and observations specifically at a Thai secondary school (Sriwarin School) with a focus on Grade 12

[30] Chenghao Wang et al., "Revolutionising EFL Pedagogy: Innovative Strategies for Integrating GAI (ChatGPT) into Language Teaching," *Journal of Language Teaching* 4, no. 1 (2024): 1–7, https://doi.org/10.54475/jlt.2024.004.

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			students and ONET preparation.
3.	Ngo, T. (2024). The use of ChatGPT for vocabulary acquisition: A literature review.	Both studies explore ChatGPT for EFL vocabulary, using literature review to focus on student engagement, with strategies like synonym generation enhancing learning.	This research conducted by Ngo was a general literature review without classroom data, while this research investigates real teacher practices and the impact on students' vocabulary mastery through interviews, observations, and document analysis in a secondary school setting.
4.	Wang, C., Wang, Y., & Zou, B. (2024). "Revolutionising EFL pedagogy: Innovative strategies for integrating GAI (ChatGPT) into language teaching."	Both studies explore ChatGPT's innovative EFL strategies, using case studies to focus on Asian classrooms, with strategies like games and role-plays boosting retention by 20%.	This research conducted by Wang et al. focused on broad Asian EFL context, while this research specifically investigates the use and impact of ChatGPT on vocabulary mastery for Grade 12 students in a real Thai public secondary school with large classes and high stakes ONET pressure.

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The table above outlines similarities and differences between this study and prior research on ChatGPT in EFL teaching. All studies share a unique focus on ChatGPT's role in EFL education, employing methods like qualitative interviews, systematic reviews, literature reviews, or case studies to explore teacher or student perspectives, with strategies such as vocabulary exercises, personalized tasks, synonym generation, or games enhancing learning outcomes. Notably, Ulla et al.'s study, published in Learning, aligns

closely with this research due to its unique Thai context, using qualitative methods to focus on teachers' views and employing vocabulary exercise strategies to improve lesson planning efficiency, mirroring this study's emphasis on teacher practices at Sriwarin School.

This study's unique contribution lies in its empirical investigation at Sriwarin School, Thailand, using qualitative interviews and observations to focus on teacher practices for Grade 12 vocabulary teaching, with strategies involving exam-oriented ChatGPT prompts. In contrast, prior studies adopt broader perspectives: Ulla et al. examine general EFL teacher views in Thailand, Lo et al.'s systematic review in Smart Learning Environments targets global student outcomes with personalized exercises, Ngo's literature review at SSRN emphasizes student engagement via synonym generation, and Wang et al.'s case studies in Journal of Educational Innovation explore Asian classroom strategies like games and role-plays.

While prior studies rely on content analysis, literature reviews, or case studies to highlight ChatGPT's role in EFL settings, this study's qualitative approach, using interviews and observations, offers a fresh perspective on teacher practices in vocabulary teaching. By focusing on Grade 12 students under exam pressure at Sriwarin School and employing tailored ChatGPT prompt strategies, this research uniquely contributes to the knowledge of AI in education and provides practical applications for enhancing vocabulary teaching in Thai secondary schools.

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B. Theoretical Framework

1. Teaching

a. Pre-Teaching Phase

Teachers set clear learning goals, choose suitable content and resources, use lead-in activities or review past lessons to help students recall prior knowledge, and outline the structure of the lesson. This stage prepares learners effectively and helps manage the large class sizes common in Thai public schools by offering organized preparation and clear guidelines before the main part of the lesson starts.

b. While-Teaching Phase

Teachers introduce new language elements, demonstrate proper usage, organize structured and more open practice exercises, observe students' progress, and provide timely corrections. This phase focuses on student participation, meaningful communication, and a gradual shift from teacher-directed to student-led activities.

c. Post-Teaching Phase

Teachers evaluate how much students have learned through ongoing checks during lessons, offer extra explanations or additional activities to support understanding, give homework or follow-up tasks, and plan for regular reviews in future lessons. This stage helps strengthen knowledge, fix any areas where students struggled during the lesson,

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and improve long-term memory by repeatedly revisiting the material in a structured way[31].

2. Vocabulary

Vocabulary refers to the entire set of words that a learner understands and can use, whether they are listening or speaking. Full understanding of a word includes three connected areas: its spelling, its meaning, and how it is used in sentences[32].

a. Form includes spelling, pronunciation, and word parts (prefixes, suffixes, roots).
b. Meaning covers core meaning, connotations, multiple senses, synonyms, antonyms, and hyponyms.
c. Use involves grammatical patterns, common collocations, register, and frequency in different contexts.

Thai Grade 12 students need to know around 2,000 to 3,000 word families that are at the CEFR B1 to B2 level in order to understand most everyday texts and perform well in the ONET examination[33],[34]. Words that are used often in everyday language and academic settings are given priority because they appear frequently in the reading, cloze, and writing sections of the ONET[35].

Depth of knowledge is just as important as having a wide range of language skills. Thai English as a Foreign Language learners frequently

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[31] Richards and Rodgers, *Approaches and Methods in Language Teaching*.
[32] Schmitt and Schmitt, *Vocabulary in Language Teaching*.
[33] "2006-How-Large-a-Vocab," n.d.
[34] Schmitt and Schmitt, *Vocabulary in Language Teaching*.
[35] Webb and Nation, *How Vocabulary Is Learned*

make errors in using collocations, such as saying “do a mistake” instead of the correct “make a mistake.” They also find it challenging to understand meanings that are specific to certain contexts, which can lead to lower scores on the ONET assessment[36]. Because of this, it is important to place clear emphasis on teaching collocations, multi-word expressions, and how words are used in different contexts.

Generative AI tools like ChatGPT aid in learning new words by offering real-time examples, correct word pairings, tailored practice activities, and instant explanations. Using these tools in a structured way helps students remember vocabulary more effectively over time, improving retention by 15–20% compared to using traditional methods alone[37]. This offers a meaningful benefit to Grade 12 students at Sriwarin School, especially during periods of intense exam preparation.

3. Use of ChatGPT in Teaching

Here is a concise step-by-step guide for effectively using ChatGPT to enhance vocabulary mastery in EFL teaching:

a. Class Preparation: Vocabulary Brainstorming

1. Use ChatGPT to generate lists of relevant academic or thematic vocabulary related to your lesson topic.
2. For example, prompt ChatGPT with: "Generate a list of academic vocabulary on environmental science suitable for intermediate EFL learners."

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[36] Schmitt and Schmitt, *Vocabulary in Language Teaching*.
[37] Lo et al., “Exploring the Application of ChatGPT in ESL/EFL Education and Related Research Issues.”

3. Ask ChatGPT to provide synonyms and paraphrasing options for complex words to help students understand variations and usage.

b. Creating Learning Materials

1. Develop vocabulary exercises with the help of ChatGPT, such as fill-in-the-gap sentences, matching exercises, or context-based questions using the generated vocabulary.
2. Prompt for examples: "Create five fill-in-the-blank sentences using the vocabulary list provided."

c. In-Class Interactive Activities

1. Utilize ChatGPT as a speaking or writing partner where students can practice using new vocabulary in context.
2. For speaking practice, students can interact with ChatGPT or AI chatbots like 'Call Annie', which can engage learners in multi-turn dialogues using the target vocabulary, lowering anxiety and enhancing willingness to communicate.

d. Instant Feedback and Correction

After students use the target vocabulary in speaking or writing, they can enter their sentences or texts into ChatGPT to receive feedback on grammar, word choice, and sentence structure, helping them improve their vocabulary usage.

e. Post-Class Self-Study

1. Encourage students to engage with ChatGPT independently for vocabulary revision.

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2. They can ask ChatGPT to explain meanings, provide example sentences, or quiz them on the vocabulary learnt.

f. Vocabulary Assessment Design

Teachers can use ChatGPT to create vocabulary-based exam questions, including multiple-choice, true/false, or cloze tests tailored to the vocabulary focus of the course.

g. Critical Evaluation and Human Guidance

Teachers should guide students to critically assess suggestions from ChatGPT and combine its outputs with human instruction to ensure accuracy and deepen understanding[38].

4. English as a Foreign Language (EFL)

English as a Foreign Language (EFL) education in Thailand aims to help students communicate effectively in a language they are not native to, where building a strong vocabulary is particularly important because there are not many chances to use the language naturally[39]. At Sriwarin School, Grade 12 students encounter several difficulties, such as a curriculum that focuses more on grammar than on vocabulary and large class sizes that make it hard to provide personalized teaching[40]. These challenges, along with the stress of national exams like ONET, highlight the importance of mastering vocabulary for excelling in listening,

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[38] Wang et al., "Revolutionising EFL Pedagogy."

[39] Chalermwut Uthaikun et al., "Using English as a Language of Instruction in Rural Schools in Thailand: Key Challenges for Teaching and Learning," *Asia Pacific Journal of Educators and Education* 39, no. 1 (2024): 239–57, https://doi.org/10.21315/apjee2024.39.1.10.

[40] Noom-ura, "English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs."

speaking, reading, and writing. According to Sociocultural Theory, tools like ChatGPT can support learning by offering students opportunities for interactive and cooperative language practice, allowing them to build knowledge in meaningful social contexts[41].

ChatGPT tackles these challenges by offering creative, context-based learning experiences that help increase student motivation and involvement in English as a foreign language (EFL) classrooms. It provides realistic conversation situations, customized activities, and spaced repetition techniques, which support vocabulary learning. 80% of students in Southeast Asia showed greater participation when using these methods[42]. At Sriwarin School, ChatGPT is used to create exam-focused vocabulary exercises that match national Thai education standards, helping students overcome cultural biases in learning resources and improve their communication skills[43]. However, there are still challenges, such as students becoming too dependent on AI and a lack of teacher training in how to effectively use prompts[44]. These issues need to be carefully managed to ensure that all learners, especially those preparing for important exams, receive fair and effective instruction.

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[41] James P. Lantolf et al., "Sociocultural Theory and Concept-Based Language Instruction," *Language Teaching* 54, no. 3 (2021): 327–42, https://doi.org/10.1017/S0261444820000348.

[42] Lo et al., "Exploring the Application of ChatGPT in ESL/EFL Education and Related Research Issues."

[43] Webb and Nation, *How Vocabulary Is Learned*.

[44] Ulla et al., "To Generate or Stop Generating Response': Exploring EFL Teachers' Perspectives on ChatGPT in English Language Teaching in Thailand."

5. Impact ChatGPT on Vocabulary Mastery

a) Positive Impact of ChatGPT on Students; Vocabulary Mastery

1. Vocabulary Accumulation and Brainstorming

ChatGPT serves as a powerful tool for helping students accumulate vocabulary efficiently. It assists learners in brainstorming synonyms, paraphrasing words, and exploring varied lexical choices, which are essential skills in academic writing and language proficiency.

2. Interactive Practice Partner

By role-playing as an interlocutor or speaking practice partner, ChatGPT provides opportunities for students to engage in meaningful dialogue, using new vocabulary actively in context, thereby enhancing retention and practical application.

3. Tailored learning Support

ChatGPT can tailor vocabulary learning materials based on learners' proficiency levels and needs. Through simulated student questions and need analysis, teachers can prepare customized lessons that focus on relevant vocabulary, making learning more efficient.

4. Immediate Feedback and Correction

As an aid for writing revisions, ChatGPT offers grammatical corrections and suggestions for appropriate word use, helping

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learners refine their vocabulary in writing tasks and reinforcing correct usage.

5. **Boosting Learner Autonomy**

   ChatGPT encourages self-directed vocabulary learning by enabling students to explore and interact with language resources anytime, supporting continuous vocabulary development outside the classroom.

b) Negative Impact of ChatGPT on Students; Vocabulary Mastery

1. **Innacurate Vocabulary Meanings and Contextual Explanations**

   ChatGPT may occasionally generate false or imprecise information, including incorrect vocabulary definitions or inappropriate contextual usage. This can mislead students and cause misunderstandings, as they might accept AI-generated explanations without critical evaluation. The article emphasizes the importance of teachers guiding students to verify the accuracy of AI outputs to avoid the propagation of errors in vocabulary learning.

2. **Students' Dependence on ChatGPT**

   Over-reliance on ChatGPT for vocabulary assistance and writing corrections can hinder students' autonomous learning and critical thinking development. Relying heavily on AI for vocabulary acquisition may diminish learners' active engagement in exploring

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meanings, usages, and nuances independently, potentially weakening their long-term language proficiency.

3. **Difficulty Understanding Contextual Vocabulary Usage**

   Although ChatGPT can generate vocabulary examples and paraphrases, students may struggle with grasping how vocabulary functions in natural, authentic contexts, especially where nuances or cultural elements are involved. ChatGPT's lack of human empathy and interaction means it cannot fully explain subtle contextual aspects, making teacher intervention essential in helping students deeply understand vocabulary use in varied communicative situations[45].

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[45] Chenghao Wang et al., "Revolutionising EFL Pedagogy: Innovative Strategies for Integrating GAI (ChatGPT) into Language Teaching," *Journal of Language Teaching* 4, no. 1 (2024): 1–7.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

The study uses a qualitative method to examine how teachers at Sriwarin School in Thailand use ChatGPT to teach vocabulary to Grade 12 English as a Foreign Language (EFL) students. This method is selected to better understand the topic in depth by looking at the teachers' views, experiences, and methods, which fits the study's goal of exploring the topic. The research follows a case study approach, focusing specifically on Sriwarin School to get detailed information about how ChatGPT is used in vocabulary lessons. This method helps gather detailed and context-rich data through interviews, observations, and reviewing documents, enabling the researcher to look closely at how teachers plan their lessons, how students respond, and how technology is being adopted[46].

Using a qualitative approach is ideal because it helps interpret complex social interactions and changing roles of AI in EFL education, giving a complete picture of how ChatGPT is being used [47]. The case study also allows for looking at real-life uses of ChatGPT, including both the positive outcomes and the difficulties, such as adapting to different learning styles or dealing

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[46] R. K. Yin, *Case Study Research and Applications: Design and Methods*, 6th ed. (SAGE Publications, 2018).

[47] S. J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*, 2nd ed. (Wiley-Blackwell, 2020).

with technology issues [48]. The research also uses thematic analysis to find common themes in the teachers' practices and the results from students, deepening the understanding of how ChatGPT affects vocabulary learning[49]. This method allows for changing data collection methods as new information comes up, ensuring a thorough investigation of how the unique educational setting at Sriwarin School influences the effectiveness of ChatGPT [50].

B. Research Setting

The study takes place at Sriwarin School, a secondary school in Thailand, which was chosen because it represents a typical urban setting for English as a Foreign Language (EFL) learning. The school focuses on Grade 12 students who are preparing for national exams. This setting is relevant for examining how ChatGPT can be integrated into teaching, as the school has a diverse student body and uses modern tools two tackle vocabulary difficulties. The curriculum at Sriwarin School places a strong emphasis on English language skills, making it a suitable in environment to explore how teachers use AI to improve vocabulary learning. The choice of the school also considers it ease of access and the support from the administration, which helps ensure the research is both ethical and practical.

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[48] S. B. Merriam and E. J. Tisdell, *Qualitative Research: A Guide to Design and Implementation [Note: The 4th Edition Is Post-2017 in Terms of Updates].*, 4th ed. (Jossey-Bass, 2016).

[49] V. Braun and V. Clarke, *Reflecting on Reflexive Thematic Analysis. Qualitative Research in Sport, Exercise and Health*, 11, no. 4 (2019): 589–97.

[50] M. Q. Patton, *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*, 5th ed. (SAGE Publications., 2014).

C. Research Subject

The The research involves a purposefully selected group consisting of one English teacher at Sriwarin School who is currently using or has previous experience with ChatGPT in teaching vocabulary to Grade 12 EFL students. The participants in this research consisted of one English teacher at Sriwarin School. Another participant in this research was the students of Sriwarin School, which consisted of 10 students of the 12th grade of senior high school, totaling 10 participants. The students were selected to participate in this study because the researcher observed that the 12th grade students lacked vocabulary mastery.

These students were selected to represent the typical learner profile of the school, with varying levels of English proficiency and access to technology. The selection process ensured that both teacher and student perspectives were clearly represented, enabling a thorough examination of how ChatGPT was used in the classroom.

The researcher chose the English teacher as the subject of this study because the teacher had experience in implementing ChatGPT during English vocabulary learning activities. Therefore, the teacher could provide detailed information regarding the implementation process, classroom activities, advantages, and challenges of using ChatGPT in teaching vocabulary.

In addition, the researcher chose Grade 12 students because they were actively involved in the implementation of ChatGPT during classroom learning activities. The students also experienced the direct impacts of using

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ChatGPT in learning vocabulary, including understanding vocabulary meanings, practicing vocabulary usage, and participating in classroom activities. Furthermore, Grade 12 students were selected because they were preparing for national examinations and needed sufficient vocabulary mastery to support their English learning achievement. Therefore, the researcher considered that Grade 12 students were appropriate participants for examining the use and impact of ChatGPT on students' vocabulary mastery.

D. Data Collection

The study uses a case study method to look at how ChatGPT is used to teach vocabulary at Sriwarin School, with a focus on one particular school to collect detailed and context-based information[51]. This approach helps the researcher understand specific ways ChatGPT is applied, the difficulties faced, and the results achieved within the unique environment of a Thai secondary school, which can provide useful knowledge for similar situations[52]. By looking at how the AI tool is actually used in real classrooms, including how it is adjusted for different student needs and the technological limits it faces, the research evaluates how effective ChatGPT is in teaching vocabulary in English as a Foreign Language.

1. Interview

Interviews are carried out with the chosen teacher and ten students to collect in-depth accounts of their experiences when using ChatGPT, the

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[51] J. W. Creswell and C. N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (SAGE Publications, 2018).

[52] Creswell and Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*.

difficulties they encountered, and the advantages they noticed in teaching and learning vocabulary. These semi-structured interviews are recorded audio format and then transcribed for further analysis. Each interview typically lasts between 45 and 60 minutes[53].

2. Observation

Observations take place over a four-week period to assess how the teacher incorporates ChatGPT into vocabulary lessons, with attention given to the activities used and how students participate. Field notes record detailed interactions and the teaching methods the teacher uses during these sessions[54].

3. Document Review

The process of reviewing the documents includes examining lesson plans, materials created using ChatGPT, and student assessments to assess how effective and impactful the AI-assisted vocabulary teaching is. Collecting data follows ethical guidelines, making sure that all participants provide informed consent and that their privacy is protected throughout the study[55].

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E. Data Analysis

The study uses thematic analysis to thoroughly examine qualitative data gathered from interviews, observations, and document reviews. The goal

[53] Creswell and Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*.

[54] Merriam and Tisdell, *Qualitative Research: A Guide to Design and Implementation [Note: The 4th Edition Is Post-2017 in Terms of Updates]*.

[55] Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*.

is to find common patterns and themes concerning the use of ChatGPT in teaching vocabulary at Sriwarin School. This method helps in gaining a comprehensive understanding of how teachers approach their lessons and what experiences students have by organizing and interpreting the information in a clear and structured way. The analysis involves six phases:

1. Familiarizing with the Data

   All interview recordings are transcribed exactly as spoken, in both Thai and English.

   Observation field notes, materials generated by ChatGPT such as word lists, quizzes, flashcards, and screenshots of prompts, along with examples of student work, are collected and reviewed multiple times to develop a thorough understanding of the content.

2. Generating Initial Codes

   This process uses both inductive codes, which emerge directly from participants' statements such as “ChatGPT saves time” or “collocations more accurate,” and deductive codes, which are developed based on the theoretical framework focusing on aspects like breadth, depth, retention, autonomy, equity, and productive skills.

3. Searching for Themes

   The codes are organized into possible themes. Six primary themes are identified, aligning with the impacts outlined in the theoretical framework:

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a. Breadth of vocabulary
b. Depth of vocabulary knowledge
c. Long-term retention
d. Learner autonomy and motivation
e. Classroom equity and teacher efficiency
f. Productive skills and ONET performance

4. Reviewing Themes

Themes are compared with the coded extracts and the full data set. Small themes, such as technical issues with the internet, are identified as sub-themes under the category "classroom equity."

5. Defining and Naming Themes

Each theme is clearly defined and given a name that reflects its core meaning. Relevant quotes and examples from ChatGPT outputs are carefully chosen to support each theme.

6. Producing the Report

The findings are detailed in Chapter 4 through the use of comprehensive and detailed descriptions, direct quotes from participants, and visual materials such as screenshots of ChatGPT prompts and their corresponding outputs, to demonstrate how each theme supports the development of vocabulary mastery[56].

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[56] Creswell and Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*.

F. Validity of Data

To ensure the data is reliable, various methods are used to confirm that the results accurately reflect the experiences of the teachers and students at Sriwarin School when using ChatGPT for teaching vocabulary. Triangulation is applied by comparing information gathered from interviews, observations, and document reviews to ensure consistency and provide a more complete understanding. Additionally, member checking is carried out, enabling the teacher and students to review the interview notes and findings to check their accuracy and share any additional insights that may have been missed[57]. These approaches help confirm the data by combining multiple viewpoints and ensuring that participants agree with the findings.

The researcher keeps detailed records of all the steps involved in data collection and analysis to promote transparency and allow for review. Moreover, peer debriefing with another researcher helps spot any possible biases or assumptions, which improves the interpretation of the findings and strengthens the credibility of the study[58]. These techniques are adapted to the study's small and specific context, with the goal of increasing the trustworthiness of the conclusions about ChatGPT's effectiveness in this English as a Foreign Language setting[59].

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[57] Creswell and Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 259.*

[58] Creswell and Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 262.*

[59] Creswell and Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 259-263.*

G. Research Procedure

The research procedure outlines the step-by-step process to conduct the study effectively at Sriwarin School:

1. Preparation Phase:

   The researcher gets permission from the school authorities to conduct the study and also gets agreement from the teacher and ten students. A comprehensive plan for the research, which includes the questions to ask during interviews and the schedule for observations, is created. The teacher is informed about the aim and steps involved in the study.

2. Data Collection Phase:

   The researcher starts by conducting interviews, holding individual sessions with the teacher and students over a period of two weeks. After that, four weeks of classroom observations take place to examine how ChatGPT is used in vocabulary lessons. At the same time, related documents like lesson plans and assessments are gathered and reviewed.

3. Data Analysis Phase:

   After gathering the data, the researcher writes down the interviews, sorts through the observation notes, and examines the documents. Then, they use thematic analysis to examine the data, assign codes to it, and create themes over a three-week period. Throughout this process, regular checks are carried out to ensure the findings are accurate, using methods such as triangulation and member checking.

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4. Reporting Phase:

   The findings are combined into a detailed report that includes confirmed themes and the evidence supporting them. A version of the report is given to the teacher and students to get their opinions, and necessary changes are made before the final submission, making sure the results match the goals of the study regarding the use of ChatGPT in teaching vocabulary.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of this research are presented and discussed to answer the research questions concerning the implementation of ChatGPT in teaching vocabulary mastery and its impact on Grade 12 EFL students at Sriwarin School, Thailand. The researcher organized the findings based on the data obtained from classroom observations, interview findings, and document review. Furthermore, the collected data were analyzed, interpreted, and described in detail to provide a clear understanding of how ChatGPT was used during the teaching and learning process and how it supported students' vocabulary mastery in the classroom.

1. The use of ChatGPT on Students' Vocabulary Mastery at Sriwarin School, Thailand

a. Classroom Observation

Based on the classroom observations, the use of ChatGPT in vocabulary learning was carried out throw three main stage pre-teaching activity, while-teaching activity, and post-teaching activity. Each stage was designed to support students vocabulary mastery and encourage active participation during the teaching and learning process.

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1) Pre-Teaching Activity

a. Class Preparation: Vocabulary Brainstorming

In the pre-teaching activity, the teacher opened the class by creating the students and checking their attendance before starting the lesson. The students responded to the teachers greeting and prepared themselves for the learning activities. After that, the teacher introduced the lesson topic related to environmental for vocabulary.

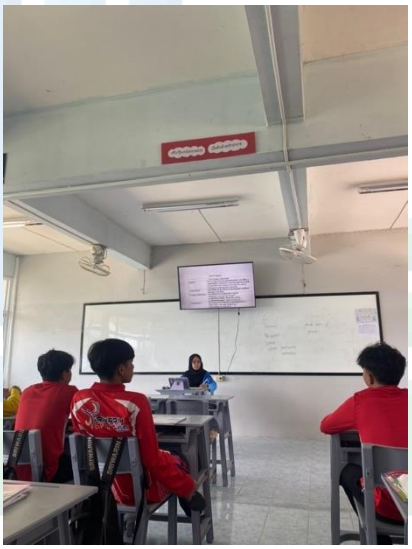


Figure 4.1 Teacher Opening the Lesson

Teacher: "Good morning, students."
Students: "Good morning, teacher."
Teacher: "Today we will learn about environmental vocabulary."

After greeting the students, the teacher continued the lesson by asking several simple brainstorming questions related to environmental issues in order to activate students' prior knowledge. At the beginning of the activity, the

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classroom atmosphere was relatively quiet because several students appeared shy and hesitant to answer the questions. However, after the teacher provided additional simple questions related to pollution and recycling, the students gradually became more active during the classroom discussion. Some students answered the questions confidently, while several other students listened carefully to the discussion.

Teacher: "What do you know about pollution?"
Student: "Pollution is dirty air."
Teacher: "Good."

This activity showed that brainstorming help students become more familiar with the topic before entering the main vocabulary learning process.

b. Creating Learning Materials

After the brainstorming activity, the teacher introduced several environmental vocabulary items generated by ChatGPT, such as pollution, recycle, climate, environment, and waste. The vocabulary was displayed through PowerPoint slides together with the meanings, synonyms, and example sentences. During this activity, most students paid attention to the teacher's explanation and wrote down the new vocabulary in their notebooks.

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Some students also repeated the pronunciation quietly after the teacher pronounced the words.

The teacher then explained the meanings and pronunciation of the vocabulary one by one while guiding students to understand the contextual use of the words. The students became more focused because the vocabulary was presented with simple explanations and examples generated by ChatGPT.



Figure 4.2 Teacher Introduced Environmental Vocabulary

The teacher then explained the meanings and pronunciation of the vocabulary one by one while guiding students to understand the contextual use of the words. The students became more focused because the vocabulary was presented with simple explanations and examples generated by ChatGPT.

Teacher: "What is the meaning of climate?"
Student: "Cuaca, Miss?"
Teacher: "Yes, but climate means the general weather condition in a place for a long time."

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The observation findings also showed that the use of ChatGPT during the pre-teaching activity helped students become more familiar with the vocabulary before entering the main learning process. The brainstorming session and vocabulary presentation encouraged students to participate more actively during classroom interaction. This finding indicates that the use of ChatGPT in the preparation stage supported the teacher in organizing vocabulary materials more efficiently and helped students build readiness before participating in the main learning activities.

c. Teacher's and Students' Prompts Used in ChatGPT

The researcher found that prompts played an important role in the use of ChatGPT during vocabulary learning. The teacher and students did not only use ChatGPT by typing single words, but also used specific instructions to obtain vocabulary meanings, example sentences, and short dialogues. The prompts helped ChatGPT generate responses that were more suitable for the learning topic and students' level.

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Table 4.1 Teacher's and Students' Prompts Used in ChatGPT

No.	Activity	Prompt Used in ChatGPT	ChatGPT Output	Purpose
1.	Creating vocabulary materials	Generate five environmental vocabulary words for Grade 12 EFL students. Include the meaning,	Vocabulary list: pollution, recycle, climate, environment,	To prepare vocabulary materials for classroom teaching.

		synonym, and one simple example sentence for each word.	and waste with meanings, synonyms, and example sentences.	
2.	Findings meanings	What is the meaning of pollution?	Pollution means harmful substances that make the environment dirty or unsafe.	To help students understand unfamiliar vocabulary.
3.	Finding meanings	Explain the word recycle in simple English.	Recycle means to use waste materials again after processing them.	To help students understand vocabulary in simple language.
4.	Creating sentences	Make a simple sentence using the word recycle.	We recycle plastic bottles at school. To help students use vocabulary in a sentence.	To help students use vocabulary in a sentence.
5.	Creating sentences	Create a sentence using the word pollution.	Pollution can make the environment dirty.	To support sentence-making activity.
6.	Practicing short dialogue	Make a short dialogue using the words pollution, recycle, and waste.	Student A: What can we do to reduce pollution? Student B: We can recycle plastic bottles and reduce waste.	To support dialogue practice using target vocabulary.

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7.	Post-class self-study	Give me a short quiz about environmental vocabulary.	Vocabulary questions related to pollution, recycle, climate, environment, and waste.	To support students' independent vocabulary review.

Based on Table 4.2, the prompts used in ChatGPT were related to the vocabulary learning activities conducted in the classroom. The teacher used prompts to prepare vocabulary materials before teaching, while students used prompts to find meanings, create sentences, and practice short dialogues. The researcher observed that specific prompts helped ChatGPT provide clearer and more relevant responses. Therefore, prompt formulation became an important part of using ChatGPT effectively in vocabulary learning.

2) While-Teaching Activity

a. In-Class Interactive Activities

During the while-teaching activity, the teacher implemented interactive vocabulary learning activities supported by ChatGPT. This stage became the main activity of the lesson because students were directly involved in understanding, practicing, and using the target vocabulary. The teacher began the activity by displaying environmental vocabulary materials through PowerPoint slides. The materials

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were generated with the help of ChatGPT and consisted of vocabulary words, meanings, synonyms, and example sentences related to environmental topics, such as *pollution*, *recycle*, *climate*, *environment*, and *waste*.

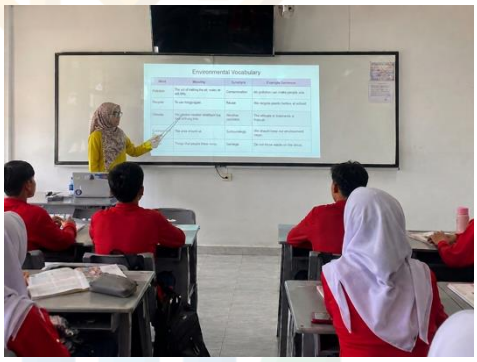


Figure 4.3 Teacher Presenting ChatGPT Generated Vocabulary Materials

The teacher explained each vocabulary item one by one. During the explanation, the teacher did not only mention the meaning of each word but also guided students to understand the pronunciation and contextual use of the vocabulary. The students paid attention to the PowerPoint slides, wrote the vocabulary in their notebooks, and repeated the pronunciation after the teacher. Some students repeated the words confidently, while several others still needed more time to pronounce unfamiliar vocabulary correctly.

For example, the word pollution was presented with its meaning and an example sentence, “Air pollution can make people sick.” The word recycle was also introduced with the example sentence, “We recycle plastic bottles school.” These

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examples were used by the teacher to help students understand how the vocabulary could be used in simple contexts.

Teacher: "Please repeat after me.
P-O-L-L-U-T-I-O-N."
Students: "P-O-L-L-U-T-I-O-N."
Teacher: "R-E-C-Y-C-L-E."
Students: "R-E-C-Y-C-L-E."

After the pronunciation practice, the teacher asked students to identify the meanings of the vocabulary, some students answered directly, while others looked at the examples on the slide before responding.

Students: "Teacher, what is the meaning of climate?"
Teacher: "Climate means the general weather condition in a place."

The researcher observed that the classroom interaction gradually became more active during the vocabulary explanation. Some students asked questions about unfamiliar vocabulary, while others listened carefully to the teacher's clarification. The teacher encouraged students to respond to simple questions and relate the vocabulary to daily situations. This interaction helped students become more involved in the vocabulary learning process.

After explaining the vocabulary, the teacher distributed worksheet exercises containing matching activities between vocabulary words and their meanings. During this activity, the classroom atmosphere became more active because students

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started discussing the answers with their classmates. Some students directly used ChatGPT on their mobile phones to search for unfamiliar vocabulary meanings, while several others preferred asking their friends before confirming the answers through ChatGPT. The worksheet used in this activity can be see in Appendix 5.

After completing the worksheet activity, he teacher guided students to use ChatGPT for further vocabulary practice. The activities focused on finding vocabulary meanings, creating simple sentences, and practicing short dialogues using the target vocabulary. Through these activities, students had opportunities to interact directly with the vocabulary and apply it in meaningful classroom communication.

1. Find meanings

First, students used ChatGPT to find the meanings of unfamiliar vocabulary. The teacher instructed students to type environmental vocabulary into ChatGPT and read the explanations provided by the application. Some students searched for words such as pollution, recycle, climate, environment, and waste. The researcher observed that students compared the meanings generated by ChatGPT with the explanations previously discussed in class. Several

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students also asked the teacher when they found explanations that were too long or difficult to understand.

Table 4.2 The results of students' vocabulary meaning exploration through ChatGPT are presented

Vocabulary	Meanings Found by Students using ChatGPT
Pollution	Dirty or harmful substances that make air, water, or land unsafe
Recycle	To use waste materials again by processing them
Climate	The general weather condition of a place over a long period
Environment	The natural world around us
Waste	Unwanted materials or garbage

Based on Table 4.1, students were able to find the meanings of the target vocabulary through ChatGPT. However, the teacher still clarified several meanings, especially the word *climate*, because some students initially understood it only as *weather*. This showed that ChatGPT helped students find vocabulary meanings, but teacher guidance was still needed to ensure contextual accuracy.

2. Create sentences

Second, students used ChatGPT to create simple sentences using the target vocabulary. The teacher encouraged students to type prompts such as "Make a simple sentence using the word recycle" or "Create a sentence using the word pollution." After receiving examples from ChatGPT, students used them as references

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to write their own sentences. Some students were able to create simple sentences independently, while others modified the examples generated by ChatGPT.

For example, one student wrote:

"We recycle plastic bottles at school."

Another student wrote:

"Pollution can make the environment dirty."

A different student wrote:

"We should protect the environment from pollution."

The researcher observed that students became more confident in writing sentences because they could see examples before creating their own. However, some students still needed guidance when arranging sentence structure and selecting appropriate vocabulary.



Figure 4.4 Students Creating Sentences Using ChatGPT

3. Practices short dialogue

Third, students practiced short dialogues using the target vocabulary. The teacher instructed students to use ChatGPT to generate simple conversations related to

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environmental topics. Students typed prompts such as "Make a short dialogue using the words pollution, recycle, and waste" and then practiced the generated conversations with their classmates.

During the activity, the teacher guided students to understand the meaning of the dialogue before practicing it.

> *Teacher: "Now, use ChatGPT to make a short dialogue using the words pollution, recycle, and waste."*
> *Student: "Miss, can we use this sentence?"*
> *Teacher: "Yes, but make sure you understand the meaning before practicing."*
> *After that, students practiced the dialogue with their partners.*
> *Student A: "What can we do to reduce pollution?"*
> *Student B: "We can recycle plastic bottles and reduce waste."*
> *Student A: "Why is recycling important?"*
> *Student B: "Because recycling can help protect the environment."*

During the dialogue activity, students practiced pronunciation, vocabulary usage, and simple communication. The researcher observed that some students confidently performed the dialogues, while others occasionally paused to recall vocabulary meanings or pronunciation. Despite these difficulties, students continued participating actively and attempted to use the target vocabulary appropriately.

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Figure 4.5 Students Practicing Short Dialogues Using Vocabulary

The observation findings showed that the use of ChatGPT in finding meanings, creating sentences, and practicing dialogues encouraged students to interact with vocabulary more actively. Rather than only memorizing vocabulary lists, students were able to explore meanings, construct sentences, and apply the vocabulary in simple conversations. These activities helped students engage more deeply with the target vocabulary during the learning process.

The researcher observed different levels of student participation during the worksheet activity. Some students were able to complete the task independently and actively explored vocabulary meanings through ChatGPT. Meanwhile, several students still looked hesitant and needed assistance from their classmates or the teacher before writing their answers. Even so, all students remained involved in the activity by reading the vocabulary list,

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checking meanings, discussing answers, and completing the worksheet.

This finding shows that ChatGPT support to interactive classroom activities with a student we are not only listening to the teachers explanation, but also repeating pronunciation, asking questions, discuss vocabulary, completing worksheet, and exploring what meanings with the help of ChatGPT.

b. Instant Feedback and Correction

During the while teaching activity, the teacher also used ChatGPT to support student students in checking vocabulary meanings and sentence usage. After the students completed the vocabulary worksheet, the teacher guided them to use ChatGPT when they found unfamiliar words are needed an example examples of how to use the word example sentences.



Figure 4.6 Student Using ChatGPT to Check Vocabulary Meanings

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The researcher observed that some students type the part vocabulary into ChatGPT to confirm the meanings before writing their answer. For example, students checked word such as waste and recycle to make sure that their answer match the vocabulary context discussed in class. After receiving the response from ChatGPT, the students compared the explanation with the material shown on the PowerPoint lights and the teachers explanation.

During this activity, the teacher is still monitored the students work. When students found explanations that where too long art difficult to understand, the teacher helped simply read the meaning and corrected their understanding. The teacher also corrected students pronunciation and guided them to use vocabulary appropriately in simple sentences.

> *Teacher: "Use ChatGPT to check the meaning, but write the answer using your own understanding."*
> *Student: "Miss, ChatGPT says waste means garbage."*
> *Teacher: "Yes, waste can mean garbage or unwanted material."*

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The teacher also reminded students to understand the answers from ChatGPT before writing them on the worksheet. Students were not encouraged to copy the responses directly, but to use the information as support for understanding the vocabulary. Therefore, the correction

process did not only depend on ChatGPT, but also involved the teacher's guidance.

The observation of showed that ChatGPT provided quick vocabulary support during the learning process. However, the teachers correction remained important to make sure that students understood the vocabulary currently and used it appropriately in context.

c. Critical Evaluation and Human Guidance

During the vocabulary learning activities, the teacher did not use the responses generated by ChatGPT directly without checking them first. The teacher still evaluate the valuable materials, meanings, synonyms, and example sentences before presenting them to the students. This was done to make sure that the materials were suitable for the students riffle and related to the topic of informal vocabulary.

Based on the interview findings, the teacher explained that ChatGPT helped her prepare the materials more quickly. However, the teacher still needed to adjust the results before using them in the classroom.

> *"I type the prompt that I want, for example asking AI to help me create vocabulary materials about environmental topics. Then, ChatGPT gives me the result quickly, and I adjust it based on the students' level." (Teacher Interview)*

This statement shows that the teacher used ChatGPT as a supporting tool, but the final decision about the material still

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depended on the teacher. The teacher selected vocabulary that was appropriate for the students, simplified explanations that were too difficult, and made sure the examples could be understood by the class.

During the classroom activity, the researcher also observed that the teacher continued to guide students when they found difficulties in understanding vocabulary meanings. For example, when students misunderstood the word climate as only meaning weather, the teacher clarified that climate refers to the general weather condition of a place over a long period. This clarification showed that teacher guidance was still needed to prevent students from misunderstanding vocabulary meanings.

The teacher also guided students when they used ChatGPT during the worksheet activity. Students were allowed to check unfamiliar vocabulary through ChatGPT, but the teacher reminded them to understand the answers first before writing them down. The students were not encouraged to copy all responses directly because some explanations generated by ChatGPT could be too long or not suitable for their level.

The researcher observed that the teacher monitored students' activities by walking around the class, checking their worksheet answers, and helping students who still looked

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confused. When students asked about unfamiliar vocabulary, the teacher provided simpler explanations and examples. This showed that the teacher acted as a facilitator who connected the information from ChatGPT with students' actual understanding.

Therefore, the findings indicate that human guidance played an important role in the use of ChatGPT during vocabulary learning. Although ChatGPT provided vocabulary information quickly, the teacher remained responsible for evaluating, simplifying, and adjusting the information. The use of ChatGPT became more effective because the teacher guided students to use the application critically and appropriately during the learning process.

3) Post-Teaching Activity

a. Post-Class Self-Study

In the post-teaching activity, the teacher encouraged students to continue learning vocabulary independently through ChatGPT outside the classroom. This activity was designed to help students review the vocabulary learned during the lesson and provide additional opportunities for practice beyond classroom instruction. According to the lesson plan, students were assigned homework and asked to practice using ChatGPT at home while taking notes on the vocabulary they learned.

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At the end of the lesson, the teacher closed the class by giving instructions for the homework activity. The students were asked to review the environmental vocabulary discussed in class and use ChatGPT to find additional meanings, synonyms, and example sentences related to the target vocabulary.

Teacher: "Before we end the class, please review today's vocabulary at home using ChatGPT."
Students: "Yes, Miss."
Teacher: "Write the meanings and make one example sentence for each word."
Students: "Okay, Miss."
Teacher: "Thank you for today. See you next meeting."
Students: "See you, Miss."

The teacher instructed students to revisit the environmental vocabulary discussed during the lesson and explore additional information through ChatGPT. Students were encouraged to search for vocabulary meanings, synonyms, and example sentences independently. By doing so, students could continue expanding their vocabulary knowledge and reinforce their understanding of the target words learned in class.

Based on the lesson plan, the homework activity required students to take notes on the vocabulary they found through ChatGPT and bring the results to the next meeting. This activity allowed students to engage in self-directed learning while utilizing ChatGPT as a learning resource. Through independent practice, students had opportunities to review

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previously learned vocabulary and discover new vocabulary related to environmental topics.

The researcher found that the use of ChatGPT was not limited to classroom activities. Instead, it was also integrated into students' independent learning process outside the classroom. This finding indicates that ChatGPT supported post-class vocabulary learning by providing students with continuous access to vocabulary information and practice opportunities beyond the formal learning environment.

b. Vocabulary Assesment Design

In the post-teaching activity, the teacher used ChatGPT not only for vocabulary practice but also to support the design of vocabulary assessment. The assessment was arranged to check students' understanding of the environmental vocabulary learned during the lesson, such as pollution, recycle, climate, environment, and waste.

The assessment activity was conducted through a vocabulary worksheet that contained several exercises, including matching vocabulary words with their meanings, completing sentences, and making simple sentences using the target vocabulary. These tasks helped the teacher identify whether students understood the meanings and usage of the

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vocabulary in context. The complete worksheet can be seen in Appendix 4.

The teacher also used students' worksheet results and classroom participation as part of the evaluation process. Through the worksheet, the teacher could see which vocabulary items were already understood by students and which words still needed further explanation. In addition, students' responses during classroom discussion and pronunciation practice also helped the teacher assess their vocabulary understanding.

This finding shows that ChatGPT supported the teacher in designing vocabulary-based assessment activities. The assessment was not only used to measure students' vocabulary knowledge but also to guide the teacher in providing further explanation and follow-up learning activities.

Based on the researcher's observation during the post-teaching activity, the teacher concluded the lesson by reviewing the vocabulary that had been learned during the classroom activities. The teacher asked several students to mention the meanings of the vocabulary and create simple sentences using the target words. Some students answered confidently, while several others still needed assistance from the teacher when pronouncing unfamiliar vocabulary.

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Teacher: "What is the meaning of recycle?"
Student: "Recycle means using something again."
Teacher: "Good. Can you make a sentence?"
Student: "We recycle plastic bottles at school."

After reviewing the vocabulary, the teacher provided feedback related to students' pronunciation, vocabulary usage, and sentence structure. During this activity, the researcher observed that several students paid close attention to the teacher's corrections and repeated the correct pronunciation together. The teacher also clarified several vocabulary meanings that students still misunderstood during the previous activities.

The classroom atmosphere during the feedback session remained conducive and interactive because some students still asked questions related to vocabulary usage and pronunciation. Several students appeared more confident when answering the teacher's questions compared to the beginning of the lesson. The researcher also observed that students became more familiar with the environmental vocabulary after participating in the ChatGPT-assisted learning activities.

Before ending the lesson, the teacher asked the students to review the vocabulary independently using ChatGPT at home and encouraged them to practice making simple sentences using the target vocabulary. The students then submitted their worksheet activities to the teacher before the class was closed.

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Based on the observation findings, the post-teaching activity helped reinforce students' understanding of the vocabulary learned during the lesson. The feedback and correction session also supported students in improving their pronunciation, vocabulary usage, and confidence in using English vocabulary during classroom interaction.

2. The Impact of ChatGPT on Students' Vocabulary Mastery at Sriwarin School, Thailand

The study discovered that using ChatGPT to teach English vocabulary at Sriwarin School had both beneficial and detrimental effects on students' vocabulary mastery based on observations and interview data. The impacts are presented as follows:

a. Positive Impacts of ChatGPT on Students' Vocabulary Mastery

1. Vocabulary Accumulation and Brainstorming

Based on the observation results, ChatGPT helped students accumulate vocabulary and generate ideas before using the vocabulary in classroom activities. When the teacher introduced environmental vocabulary generated by ChatGPT, students were exposed to several new words such as *pollution, recycle, climate, environment,* and *waste*. The vocabulary was presented together with meanings, synonyms, and example sentences, allowing students to understand the words more comprehensively.

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During the brainstorming activity, students were encouraged to connect the new vocabulary with their prior knowledge about environmental issues. At the beginning of the activity, several students appeared hesitant to answer the teacher's questions. However, after the teacher provided simple questions related to pollution and recycling, students gradually became more active in the discussion. Some students were able to relate the vocabulary to situations they had encountered in their daily lives. This activity helped students recall their existing knowledge while learning new vocabulary.

This finding was also supported by the teacher during the interview:

> *"ChatGPT helps me prepare vocabulary materials faster. It provides meanings, synonyms, and examples, so students can learn vocabulary in context. However, I still adjust the materials based on their level."* (Teacher Interview)

The teacher's response indicates that ChatGPT provided rich vocabulary input that could support students' vocabulary development. By presenting vocabulary together with supporting information, students had more opportunities to understand the meanings and usage of the target words.

A similar response was also shared by Student 1:

> *"ChatGPT helps me know the meaning of new words. When I do not understand a word, I can search it and see the example sentence."* (Student 1 Interview)

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Student 2 also expressed a similar opinion:

> *"I can learn more vocabulary from ChatGPT because it gives the meaning and examples. It helps me remember the words better."* (Student 2 Interview)

These responses indicate that ChatGPT helped students expand their vocabulary knowledge by providing immediate access to meanings and contextual examples. The students were not only learning individual words but were also exposed to how the words could be used in sentences.

The worksheet activity also contributed to students vocabulary accumulation. Through matching activities, sentence completion exercises, and sentence-making tasks, students were encouraged to review and apply the vocabulary they had learned. This process reinforced their understanding of the target vocabulary and provided opportunities for repeated exposure to the words.

Overall, ChatGPT contributed positively to students' vocabulary accumulation and brainstorming activities. The application provided various vocabulary resources that helped students understand new words, connect them with prior knowledge, and use them in meaningful contexts. Although some students still required teacher guidance, ChatGPT supported vocabulary development by making vocabulary learning more accessible and engaging.

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2. Interactive Practice Partner

Based on the observation results, ChatGPT functioned as an interactive practice partner during vocabulary learning activities. Unlike traditional learning resources, ChatGPT allowed students to interact directly with the application by asking questions, searching for vocabulary meanings, and exploring example sentences. This interaction provided students with opportunities to practice vocabulary independently while completing classroom activities.

During the worksheet activity, several students used ChatGPT to check unfamiliar vocabulary and confirm the meanings of environmental-related words. The researcher observed that students actively typed vocabulary words into ChatGPT and read the responses before completing their answers. Some students also compared the information generated by ChatGPT with the explanations provided by the teacher and the vocabulary materials displayed on the PowerPoint slides.

The interaction between students and ChatGPT encouraged students to participate more actively in the learning process. Instead of waiting for the teacher's explanation, students could immediately access vocabulary information and continue working on their tasks. This allowed students to engage more directly with the target vocabulary during classroom activities.

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This finding was also supported by the teacher during the interview:

> *"Students can get information quickly through ChatGPT. When they do not know the meaning of a word, they can search for it immediately and continue the activity."* (Teacher Interview)

The teacher's response indicates that ChatGPT provided an alternative source of vocabulary support during learning activities. Students were able to obtain information independently while still receiving guidance from the teacher when necessary.

A similar response was shared by Student 1:

> *"When I do not know a word, I can ask ChatGPT and get the answer directly. It helps me understand the vocabulary faster."* (Student 1 Interview)

Student 2 also expressed a similar opinion:

> *"I like using ChatGPT because I can search for meanings and examples anytime. It helps me when I forget a word."* (Student 2 Interview)

These responses suggest that ChatGPT provided students with opportunities to interact with vocabulary more actively. The application enabled students to search for information, verify meanings, and explore examples without relying entirely on the teacher.

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Furthemore, the researcher observed that students became more engaged during vocabulary activities when using ChatGPT. Some students discussed the responses generated by ChatGPT with their classmates before writing their answers. This interaction

encouraged collaboration and helped students develop a deeper understanding of the vocabulary being learned.

Overall, ChatGPT functioned as an interactive practice partner that supported students throughout the vocabulary learning process. By allowing students to interact directly with vocabulary information, ChatGPT encouraged active participation, increased engagement, and provided additional opportunities for vocabulary practice both inside and outside the classroom.

3. Tailored Learning Support

Based on the observation results, ChatGPT provided tailored learning support for students during vocabulary learning activities. Students had different levels of vocabulary understanding, and ChatGPT helped them access explanations based on their individual needs. When students found unfamiliar words, they could search for the meanings, synonyms, or example sentences directly through ChatGPT.

During the worksheet activity, the researcher observed that some students used ChatGPT to confirm vocabulary meanings, while others used it to find examples of how the words were used in sentences. This showed that students did not use ChatGPT in the same way. Some students needed help understanding the basic meaning of vocabulary, while others needed additional examples to understand the context of the words.

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This finding was also supported by the teacher during the interview:

> *"The students have different levels. Some students understand quickly, but some still need simpler explanations. ChatGPT helps because they can search for the meaning or example, but I still guide them if the answer is too difficult."* (Teacher Interview)

The teacher's response shows that ChatGPT helped support students with different learning needs. Students who needed quick vocabulary meanings could use ChatGPT as a reference, while students who needed more explanation could ask the teacher to simplify the information.

Student 1 also shared a similar experience:

> *"Sometimes I search the meaning first, then I ask the teacher if I still do not understand."* (Student 1 Interview)

Student 2 explained:

> *"ChatGPT gives examples, so I can understand how to use the word in a sentence."* (Student 2 Interview)

These responses indicate that ChatGPT helped students learn vocabulary based on their own needs. Students could search for meanings, examples, or additional explanations depending on what they found difficult during the learning activity.

However, the researcher also found that teacher guidance was still needed because some explanations generated by ChatGPT were too long or not suitable for students' level. In this situation,

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the teacher helped simplify the explanation and guided students to understand the vocabulary more clearly.

Overall, ChatGPT provided tailored learning support by allowing students to access vocabulary information according to their individual difficulties. Although students still needed teacher assistance, ChatGPT helped them learn vocabulary more flexibly and supported their understanding of meanings, examples, and contextual word use.

4. Immediate Feedback and Correction

Based on the observation results, ChatGPT provided immediate feedback and correction that supported students during vocabulary learning activities. When students encountered unfamiliar vocabulary, they could instantly search for the meanings, synonyms, and example sentences through ChatGPT. This allowed students to receive information quickly without having to wait for further explanation from the teacher.

During the worksheet activity, the researcher observed that several students used ChatGPT to verify vocabulary meanings before completing their answers. Some students also checked example sentences to ensure that they understood the contextual use of the target vocabulary. As a result, students were able to continue the learning activities more smoothly and confidently.

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This finding was also supported by the teacher during the interview:

> *"ChatGPT gives responses quickly. When students do not understand a word, they can immediately search for the meaning or example. It helps them continue the activity without waiting too long."*
> (Teacher Interview)

The teacher's response indicates that ChatGPT provided immediate support during vocabulary learning. Students could obtain explanations directly, which helped them solve vocabulary-related difficulties during classroom activities.

Student 1 also shared a similar experience:

> *"When I do not know the meaning of a word, I can ask ChatGPT and get the answer immediately. It helps me understand the vocabulary faster."*
> (Student 1 Interview)

Student 2 expressed a similar opinion:

> *"I can check the meaning and example sentence directly. It is faster than searching in a dictionary."*
> (Student 2 Interview)

These responses suggest that ChatGPT helped students receive immediate feedback during the learning process. The application enabled students to obtain vocabulary information quickly, which reduced confusion and supported their understanding of new words.

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However, the researcher also found that teacher correction remained important during the learning activities. In some situations, students needed additional clarification because the

explanations generated by ChatGPT were too broad or difficult to understand. Therefore, the teacher continued to provide guidance and correction to ensure that students interpreted the vocabulary correctly.

Overall, ChatGPT contributed positively to students' vocabulary mastery by providing immediate feedback and correction. The quick access to meanings, examples, and explanations helped students overcome vocabulary difficulties more efficiently. At the same time, teacher guidance ensured that the information was understood accurately and appropriately within the learning context.

5. Boosting Learner Autonomy

Based on the observation results and document review, ChatGPT contributed to the development of students' autonomous learning during vocabulary learning activities. The use of ChatGPT allowed students to explore vocabulary independently without relying entirely on the teacher. Students were able to search for meanings, synonyms, and example sentences whenever they encountered unfamiliar vocabulary during the learning process.

During classroom activities, the researcher observed that several students independently used ChatGPT to verify vocabulary meanings and check example sentences while completing the worksheet. Rather than waiting for the teacher's explanation,

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students actively searched for information through ChatGPT and used the results to support their understanding of the target vocabulary. This behavior indicated that students were becoming more responsible for their own learning.

This finding was also supported by the teacher during the interview:

> *"I want students to learn independently. With ChatGPT, they can search for meanings and examples by themselves, not only depend on the teacher."* (Teacher Interview)

The teacher's response suggests that ChatGPT encouraged students to take a more active role in their learning process. Instead of receiving information passively, students were able to explore vocabulary and seek additional explanations according to their learning needs.

Student 1 also shared a similar experience:

> *"I can learn vocabulary by myself using ChatGPT. If I find a difficult word, I can search for the meaning directly."* (Student 1 Interview)

Student 2 expressed a similar opinion:

> *"When I study at home, I can use ChatGPT to learn new words and practice making sentences. It helps me study independently."*
> (Student 2 Interview)

These responses indicate that ChatGPT supported students' independent learning habits by providing easy access to vocabulary information. Students were able to continue learning both inside and outside the classroom without depending entirely on teacher

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assistance.

The lesson plan also showed that students were assigned homework that required them to practice vocabulary using ChatGPT at home. Through this activity, students were encouraged to review vocabulary, search for additional information, and record their learning results independently. This activity provided opportunities for students to continue learning beyond the classroom environment.

Overall, ChatGPT contributed to the development of learner autonomy by encouraging students to take greater responsibility for their vocabulary learning. The ability to access vocabulary meanings, examples, and explanations independently helped students become more active and self-directed learners. Although teacher guidance remained important, ChatGPT provided additional support that enabled students to continue learning vocabulary beyond classroom instruction.

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2. Negative Impacts of ChatGPT on Students' Vocabulary Mastery

a. Innacurate Vocabulary Meanings and Contextual Explanations

Based on the observation results, one of the challenges encountered during the use of ChatGPT in vocabulary learning was the possibility of receiving vocabulary meanings and explanations that were not always suitable for students' level of understanding. Although ChatGPT provided meanings, synonyms, and example

sentences quickly, some explanations were too broad or too complex for Grade 12 students.

During the worksheet activity, the researcher observed that several students occasionally became confused when reading long explanations generated by ChatGPT. Some students focused only on the first meaning they found without considering the context of the vocabulary. As a result, they sometimes misunderstood the intended meaning of the target words.

This finding was also supported by the teacher during the interview:

> *"Sometimes ChatGPT gives explanations that are too long or too difficult for students. Therefore, I still need to explain the meaning again using simpler language."* (Teacher Interview)

The teacher's response indicates that ChatGPT could provide useful vocabulary information; however, students still required guidance to interpret the information correctly.

Student 1 also shared a asimilar experience:

> *"Sometimes the explanation is too long, so I do not undesrstand it immediately."* (Student 1 Interview)

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Student 2 expressed a similar opinion:

> *"There are some words with many meanings, and I get confused about which meaning is correct."* (Student 2 Interview)

These responses suggest that although ChatGPT provided quick access to vocabulary information, students occasionally

experienced difficulties understanding the explanations and selecting the appropriate meaning according to the context.

Overall, the findings indicate that inaccurate or overly complex vocabulary explanations may become a challenge when using ChatGPT for vocabulary learning. Therefore, teacher guidance remained necessary to ensure that students interpreted the vocabulary meanings appropriately and according to the learning context.

b. Students' Dependence on ChatGPT

Based on the observation results, another negative impact found during the implementation of ChatGPT was students' dependence on the application. During the vocabulary learning activities, some students tended to use ChatGPT immediately when they found unfamiliar words. Instead of trying to guess the meaning from the context or discussing the vocabulary with their classmates first, they preferred to search for the answer directly through ChatGPT.

During the worksheet activity, the researcher observed that several students relied on ChatGPT to complete their answers. Some students typed the vocabulary words into ChatGPT and copied the meanings without fully checking whether they understood the explanation. This showed that ChatGPT could help students access information quickly, but it also created a tendency

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for students to depend on the application during the learning process.

This findings was also supported by the teacher during the interview:

> *"Some students depend too much on ChatGPT. When they do not know the answer, they immediately use it instead of trying to think first."* (Teacher Interview)

The teacher's response indicates that students' dependence on ChatGPT became one of the concerns during vocabulary learning. Although ChatGPT helped students find meanings and examples quickly, students still needed to develop their own thinking and vocabulary understanding.

Student 1 also shared a similar experience:

> *"Sometimes I use ChatGPT directly because it is faster than thinking for a long time."* (Student 1 Interview)

Student 2 expressed a similar opinion:

> *"I often use ChatGPT when I do not know the meaning, but sometimes I just copy the answer."* (Student 2 Interview)

These responses show that some students used ChatGPT as an instant source of answers rather than as a tool to support understanding. This condition may reduce students' effort to think independently and process vocabulary meanings by themselves.

Overall, the findings indicate that students' dependence on ChatGPT became one of the challenges in vocabulary learning. While ChatGPT provided quick access to vocabulary information,

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excessive reliance on the application could limit students' independent thinking. Therefore, teacher guidance was needed to encourage students to use ChatGPT responsibly and to understand the vocabulary before writing the answers.

c. Difficulty Understanding Contextual Vocabulary Usage

Based on the observation results, students also experienced difficulties in understanding the contextual use of vocabulary generated by ChatGPT. Although ChatGPT provided meanings and example sentences, some students still found it difficult to understand how certain words should be used appropriately in different contexts.

During the vocabulary activities, the researcher observed that several students could identify the general meaning of the words, but they still needed guidance when using the words in sentences. For example, students could understand that *climate* was related to weather, but they still needed the teacher's explanation to understand that *climate* refers to the general weather condition of a place over a long period. This showed that knowing the meaning of a word did not always mean that students could use it correctly in context.

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This finding was also supported by the teacher during the interview:

"Students sometimes know the meaning from ChatGPT, but

> *they still do not know how to use the word correctly in a sentence."* (Teacher Interview)

Student 1 also shared a similar experience:

> *"I can find the meaning, but sometimes I am still confused when I want to make a sentence."* (Student 1 Interview)

Student 2 expressed a similar opinion:

> *"ChatGPT gives examples, but sometimes the sentence is difficult for me to understand."* (Student 2 Interview)

These responses show that students still needed support in understanding vocabulary usage, especially when the examples from ChatGPT were too complex for their level. Therefore, teacher explanation remained important to help students understand how vocabulary could be used appropriately in classroom tasks.

Overall, the findings indicate that students still experienced difficulties in understanding contextual vocabulary usage. Although ChatGPT helped students access meanings and examples quickly, it did not always guarantee that students could use the vocabulary correctly in context. Teacher guidance was still needed to simplify examples, clarify meanings, and help students apply the vocabulary appropriately.

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B. Discussions

In this discussion, the researcher discusses the findings of the study related to the use of ChatGPT on students' vocabulary mastery at Sriwarin School, Thailand. The discussion is divided into two main parts. The first part discusses the use of ChatGPT in teaching English vocabulary, while the

second part discusses the impacts of ChatGPT on students' vocabulary mastery. The discussion is supported by the findings from observation and interview results as well as related theories and previous studies.

1. **The use of ChatGPT on Students' Vocabulary Mastery at Sriwarin School, Thailand**

   The findings of this research showed that ChatGPT was used systematically in teaching vocabulary mastery through pre-teaching, while-teaching, and post-teaching activities. The implementation of ChatGPT was not only limited to providing vocabulary meanings, but also supported several stages of the teaching and learning process, including material preparation, classroom interaction, vocabulary practice, independent learning, and assessment activities. This indicates that ChatGPT functioned as a supporting tool that helped the teacher organize vocabulary learning more effectively.

   In the pre-teaching activity, ChatGPT was used to support class preparation, vocabulary brainstorming, and the creation of learning materials. The teacher used ChatGPT to generate environmental vocabulary materials consisting of vocabulary lists, meanings, synonyms, and example sentences. These materials helped the teacher prepare the lesson more efficiently before presenting it in the classroom. This finding

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is in line with the theoretical framework which explains that ChatGPT can be used for vocabulary brainstorming and creating learning materials[60].

The use of ChatGPT in the pre-teaching stage also helped activate students' prior knowledge. Through brainstorming questions related to environmental issues, students were encouraged to connect the topic with their existing understanding. This activity supported students' readiness before learning new vocabulary. Therefore, ChatGPT-generated materials did not only help the teacher prepare the lesson but also created an initial learning context that made students more prepared to understand the target vocabulary.

The findings also showed that prompt formulation played an important role in the use of ChatGPT during vocabulary learning. The teacher did not only use ChatGPT generally, but also provided specific prompts by mentioning the topic, students' level, and expected output, such as vocabulary meanings, synonyms, example sentences, and short dialogues. Clear prompts helped ChatGPT generate more relevant responses that were suitable for classroom activities. This indicates that the effectiveness of ChatGPT in vocabulary teaching was influenced by how the teacher and students formulated prompts. Therefore, prompting became an essential part of ChatGPT-assisted vocabulary learning because it helped produce materials and responses that matched the learning objectives and students' needs.

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[60] Chenghao Wang et al., "Revolutionising EFL Pedagogy: Innovative Strategies for Integrating GAI (ChatGPT) into Language Teaching," Journal of Language Teaching 4, no. 1 (2024): 1–7.

In the while-teaching activity, ChatGPT was used to support interactive classroom activities. The teacher displayed ChatGPT-generated vocabulary materials through PowerPoint slides, explained the meanings and pronunciation of the words, and guided students to understand how the vocabulary could be used in context. Students were also involved in pronunciation practice, worksheet activities, vocabulary exploration, sentence-making activities, and short dialogue practice. This finding shows that ChatGPT was used as a tool to support active vocabulary learning, not merely as a source of word definitions[61].

The use of ChatGPT during while-teaching also encouraged students to interact with vocabulary in more meaningful ways. Students used ChatGPT to find meanings of unfamiliar words, create simple sentences, and practice short dialogues using the target vocabulary. These activities helped students move from understanding vocabulary meanings to applying the vocabulary in simple communication. This is relevant to the theoretical framework which explains that ChatGPT can be used in in-class interactive activities, instant feedback, and vocabulary practice. By using ChatGPT, students had opportunities to explore vocabulary independently while still receiving guidance from the teacher.

The results also highlight the role of ChatGPT as an adaptive learning support tool. Although students independently accessed ChatGPT, the teacher continuously monitored and validated the accuracy

[61] Chenghao Wang et al., "Revolutionising EFL Pedagogy: Innovative Strategies for Integrating GAI (ChatGPT) into Language Teaching," Journal of Language Teaching 4, no. 1 (2024): 1–7.

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of AI-generated information. This reflects the importance of instructional scaffolding in technology-enhanced language learning environments. Without teacher intervention, students may misinterpret or overgeneralize AI-generated responses, which could affect the accuracy of vocabulary acquisition.

Another significant finding is the development of learner autonomy. Students reported using ChatGPT beyond classroom instruction to review vocabulary, search for meanings, and practice sentence construction independently. This indicates that learning extended beyond formal instructional settings, thereby supporting continuous vocabulary development. However, this autonomy can be categorized as guided autonomy, as learners still relied on teacher confirmation for accuracy and contextual appropriateness

ChatGPT demonstrated multiple pedagogical roles in vocabulary instruction, including enhancing input exposure, supporting interactive practice, facilitating instructional preparation, enabling contextual learning, and promoting learner autonomy. These functions correspond with contemporary perspectives that position generative artificial intelligence as an intelligent instructional support system in language education[62].

In the post-teaching stage, the teacher conducted vocabulary review and evaluation activities while encouraging students to continue

[62] Chenghao Wang et al., "Revolutionising EFL Pedagogy: Innovative Strategies for Integrating GAI (ChatGPT) into Language Teaching," Journal of Language Teaching 4, no. 1 (2024): 1–7.

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practicing vocabulary using ChatGPT outside the classroom. However, the teacher emphasized the importance of supervision to prevent over-reliance on AI-generated responses. This finding highlights a critical pedagogical consideration: although ChatGPT enhances efficiency and engagement, it should not replace the teacher's role in providing guidance, correction, and validation.

The integration of ChatGPT in vocabulary instruction at Sriwarin School contributes positively to both teaching and learning processes. It enhances instructional efficiency, increases student engagement, and supports vocabulary development. Nevertheless, its effectiveness depends on appropriate pedagogical integration, where

teacher scaffolding remains essential to ensure meaningful, accurate, and contextually appropriate language learning.

2. The Impact of ChatGPT on Students' Vocabulary Mastery at Srwairin School, Thailand

The findings of this research revealed that the use of ChatGPT had both positive and negative impacts on students' vocabulary mastery. Overall, ChatGPT contributed positively to students' vocabulary learning by helping them expand vocabulary knowledge, practice vocabulary use, receive immediate support, and develop independent learning habits. However, several challenges were also identified, particularly related to the accuracy of vocabulary explanations, students' dependence on the application, and difficulties in understanding contextual vocabulary usage..

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The positive impacts of ChatGPT were evident in several aspects of vocabulary learning. First, ChatGPT supported vocabulary accumulation and brainstorming activities by providing meanings, synonyms, and example sentences for environmental vocabulary. Through these features, students were exposed to a wider range of vocabulary and were able to connect new words with their prior knowledge. This finding supports the view that technology assisted language learning can facilitate vocabulary acquisition by providing learners with accessible linguistic input.

Second, ChatGPT functioned as an interactive practice partner during vocabulary learning activities. Students used the application to search for meanings, generate example sentences, and practice vocabulary through classroom activities. This encouraged students to participate more actively in the learning process. Instead of relying solely on teacher explanations, students could independently explore vocabulary information and immediately apply it in sentence-making and dialogue practice activities. As a result, students became more engaged in vocabulary learning.

Third, the findings showed that ChatGPT provided tailored learning support. Students had different levels of vocabulary understanding, and ChatGPT allowed them to access explanations according to their individual needs. Some students used ChatGPT to confirm vocabulary meanings, while others used it to obtain additional examples and explanations. This flexibility helped students learn at their own pace and supported their understanding of vocabulary in different ways.

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Another positive impact identified in this research was immediate feedback and correction. Students could receive vocabulary explanations quickly whenever they encountered unfamiliar words. The availability of instant responses helped students continue learning activities without waiting for teacher assistance. This contributed to a more efficient learning process and reduced interruptions during vocabulary practice. Furthermore, ChatGPT encouraged learner autonomy by providing opportunities for students to continue learning independently both inside and outside the classroom. Students could review vocabulary, search for meanings, and practice sentence construction using ChatGPT beyond classroom instruction.

Despite these positive contributions, the findings also revealed several negative impacts. One of the challenges was the presence of inaccurate vocabulary meanings and contextual explanations. Although ChatGPT generally provided useful vocabulary information, some explanations were too broad, too complex, or not fully appropriate for students' level. As a result, some students experienced confusion when interpreting vocabulary meanings and required teacher clarification.

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Another challenge was students' dependence on ChatGPT. The researcher observed that some students tended to use ChatGPT immediately whenever they encountered unfamiliar vocabulary. Instead of trying to infer meanings from context or discussing the vocabulary with classmates, they preferred to search for answers directly through the application. Excessive reliance on ChatGPT may reduce students' opportunities to develop

independent problem-solving and critical-thinking skills during vocabulary learning.

These findings are consistent with the explanation that ChatGPT can support vocabulary accumulation and brainstorming, function as an interactive learning partner, provide tailored learning support, offer immediate feedback and correction, and encourage autonomous learning in EFL classrooms[63].

The findings are also supported by the statement that technology-based learning approaches can create interactive learning environments and increase students' participation during classroom learning activities[64].

However, despite the positive impacts, the researcher also found several negative impacts during the implementation of ChatGPT in teaching English vocabulary.

The findings revealed that ChatGPT sometimes generated incorrect meanings or contextual explanations for vocabulary. Therefore, the teacher still needed to recheck and evaluate the generated information before using it in classroom activities. In addition, some students became too dependent on ChatGPT when completing assignments and relied on AI-generated answers instead of using their own understanding and critical thinking skills.

The findings also showed that students still experienced difficulties in understanding contextual vocabulary usage. Although ChatGPT provided meanings and example sentences, some students struggled to apply the

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[63] Chenghao Wang et al., "Revolutionising EFL Pedagogy: Innovative Strategies for Integrating GAI (ChatGPT) into Language Teaching," *Journal of Language Teaching* 4, no. 1 (2024): 1–7.
[64] Jack C. Richards and Theodore S. Rodgers, Approaches and Methods in Language Teaching (Cambridge: Cambridge University Press, 2014)

vocabulary appropriately in different contexts. Understanding vocabulary meaning did not always guarantee that students could use the words correctly in sentences or communication activities. Therefore, teacher guidance remained necessary to help students interpret and apply vocabulary accurately.

These findings indicate that although ChatGPT provided many advantages in vocabulary learning, teachers still played an important role in guiding students, evaluating AI-generated information, and ensuring that students used ChatGPT appropriately during the learning process.

Based on the findings and supported theories, it can be concluded that ChatGPT had significant impacts on students' vocabulary mastery at Sriwarin School. The implementation of ChatGPT improved students' vocabulary understanding, participation, confidence, motivation, and autonomous learning. In addition, ChatGPT also helped teachers prepare vocabulary learning materials more efficiently. However, teacher supervision remained necessary to minimize students' overdependence on AI-generated answers and ensure the accuracy of vocabulary learning materials.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this study, the researcher presents several conclusions derived from the results obtained. The conclusions are as follows:

1. The Use of ChatGPT on Students' Vocabulary Mastery at Sriwarin School, Thailand

   The use of ChatGPT in teaching English vocabulary at Sriwarin School was systematically implemented through pre-teaching, while-teaching, and post-teaching activities. In the pre-teaching stage, ChatGPT assisted the teacher in preparing vocabulary materials, including meanings, synonyms, and example sentences, more efficiently. During the while-teaching stage, ChatGPT supported interactive learning activities such as vocabulary discussion, sentence construction, and dialogue practice. In the post-teaching stage, ChatGPT encouraged students to continue practicing vocabulary independently outside the classroom.

   Furthermore, ChatGPT facilitated vocabulary accumulation and brainstorming activities, functioned as an interactive practice tool, provided adaptive learning support, offered immediate feedback and correction, and promoted learner autonomy in vocabulary learning. The implementation of ChatGPT also fostered a more interactive and student-centered learning environment, as students actively engaged in independent vocabulary exploration throughout the learning process.

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2. The Impact of ChatGPT on Students' Vocabulary Mastery at Sriwarin School, Thailand

The implementation of ChatGPT gave both positive and negative impacts on students' vocabulary mastery at Sriwarin School. The positive impacts showed that ChatGPT improved students' vocabulary understanding, participation, confidence, motivation, and autonomous learning. Students became more active in exploring vocabulary meanings, practicing vocabulary usage, and participating during classroom activities because ChatGPT provided immediate explanations and contextual examples. In addition, ChatGPT also helped teachers prepare learning materials more practically and efficiently.

However, several challenges were also found during the implementation process. ChatGPT sometimes generated inaccurate vocabulary meanings or contextual explanations, and some students became too dependent on AI-generated answers when completing assignments. Therefore, teacher supervision and guidance remained important to ensure that students used ChatGPT appropriately and responsibly during the learning process.

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B. Suggestion

Based on the result of this study, the researcher offers several suggestions. The suggestions were as follows :

1. For Teacher

   The researcher suggests that English teachers use ChatGPT as a supporting tool in vocabulary teaching to create more interactive and engaging learning activities. Teachers can use ChatGPT to prepare vocabulary materials, generate example sentences, create exercises, and provide immediate feedback. In addition, teachers should pay attention to prompt formulation by giving clear instructions, including the topic, students' level, learning objectives, and expected output, so that ChatGPT can generate more relevant responses. However, teachers should still guide and supervise students to ensure that they understand vocabulary meanings and usage instead of depending completely on AI-generated answers. Teachers are also encouraged to combine ChatGPT with conventional teaching methods and recheck AI-generated information because ChatGPT may occasionally provide inaccurate meanings or contextual explanations.

2. For Future Researchers

   The researcher suggests that future researchers conduct further studies about the use of ChatGPT in different English language skills such as speaking, writing, reading, or listening. Future studies may also involve larger numbers of participants and different educational levels in order to obtain broader and more comprehensive findings about the

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implementation of AI in English language learning. In addition, future researchers can use different research methods, such as quantitative or mixed method approaches, to measure the effectiveness of ChatGPT more deeply. Future researchers are also encouraged to explore other aspects related to the use of ChatGPT in education, such as prompt formulation, students' critical thinking, learning autonomy, academic ethics, and the long-term impacts of AI-assisted learning on students' language development and classroom interaction. The role of prompting can be examined further because clear and specific prompts may influence the quality, accuracy, and relevance of ChatGPT responses in language learning.

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APPENDICES

Appendix 1 Research Matrix

TITLE	VARIABLE	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEARCH PROBLEM
Exploring The Use of ChatGPT in Teaching Vocabulary Mastery on EFL Students at Seiwarin School, Thailand	1. The Use of ChatGPT in teaching vocabulary mastery	- Use of ChatGPT in pre-teaching activities - Use of ChatGPT in while-teaching activities - Use of ChatGPT in post-teaching activities - Vocabulary materials generated by ChatGPT - Classroom activities using ChatGPT - Teacher's role in implementing ChatGPT - Challenges in using ChatGPT	Respondent: 1. English teacher of Sriwarin School 2. 12th grade students of Sriwarin School	1. Approach Research: Qualitative 2. Research Type: Case Study 3. Research Location: Sriwarin School, Thailand 4. Research Subject: Purposive sampling 5. Data collection method: a. Observation b. Semi-structured interview c. Documentation	1. How is the use of ChatGPT on students' vocabulary mastery at Sriwarin School? 2. How are the impact of ChatGPT on students' vocabulary mastery at Sriwarin School?

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	2. The Impacts of ChatGPT on Students' Vocabulary Mastery	Positive Impacts: - Vocabulary accumulation and brainstorming - Interactive practice partner - Tailored learning support - Immediate feedback and correction - Boosting learner autonomy - Increasing motivation and classroom participation Negative Impacts: - Inaccurate vocabulary meanings or contextual explanations - Students' dependence on ChatGPT - Difficulty understanding contextual vocabulary usage		6. Data analysis: a. Data Reduction b. Data display c. Conclusion drawing d. Thematic analysis 7. Data validity a. Triagulation (source & technique) b. Member checking c. Peer debriefing	

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Appendix 2 Instrument Interview

INSTRUMENT OF INTERVIEW

The interview questions were developed based on the theoretical framework regarding the use of ChatGPT in teaching vocabulary and its impacts on students' vocabulary mastery[65].

A. Question for Teacher

1. Why do you use ChatGPT in teaching English vocabulary?
2. What goals do you want to achieve in implementing ChatGPT?
3. How do you plan the use of ChatGPT in your teaching?
4. What materials do you use when implementing ChatGPT in teaching English vocabulary?
5. What are the advantages of using ChatGPT in teaching vocabulary?
6. What challenges do you face when using ChatGPT in the classroom?

B. Question for Student

1. What kind of materials does the teacher give when using ChatGPT?
2. Can you explain how the teacher uses ChatGPT in the classroom?
3. How does ChatGPT help you learn new vocabulary?
4. What do you feel when learning vocabulary using ChatGPT?
5. What difficulties do you face when using ChatGPT?
6. Do you think your vocabulary has improved after using ChatGPT? Why?

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[65] Chenghao Wang et al., "Revolutionising EFL Pedagogy: Innovative Strategies for Integrating GAI (ChatGPT) into Language Teaching," Journal of Educational Innovation, 2024.

Appendix 3 Interview

INTERVIEW

A. Interview question for the teacher

No.	Question	Answer
1.	Why do you use ChatGPT in teaching English vocabulary?	Typing the prompt that I want. For example, I want the AI to help me create a presentation of vocabulary about careers or any vocabulary topic. Then, I just type the prompt, and it really turns out whatever that I am searching for. After that, I just get what I want and try to make it to be like myself.
2.	What goals do you want to achieve in implementing ChatGPT?	I just want the AI to understand me. Maybe I just type one sentence, and then it understands what I really want. Because right now, I have to write maybe 4 or 5 sentences to let it understand what I truly want. But right now, I'm too lazy to type that much. Whenever I type just one sentence about whatever I want, sometimes it turns out not to match what I really want, so it turns out that I do it myself.
3.	How do you plan the use of ChatGPT in your teaching?	I use ChatGPT in my teaching as a helping tool. I use it like my friend. For example, if I want to teach vocabulary, I ask ChatGPT to help me summarize the

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		lesson to make it easier for students to understand. Sometimes the explanation in the textbook is too difficult, so ChatGPT helps me simplify the lesson for the students. ChatGPT can help me a lot, but because it is AI, teachers still need to check the information. We are humans, and AI is only a tool to help us. As teachers, we still learn and understand more than the AI.
4.	What materials do you use when implementing ChatGPT in teaching English vocabulary?	I usually use presentations that describe pictures and vocabulary. Actually, I make the presentations by myself, but I ask ChatGPT to help me find the vocabulary. The materials are usually pictures with vocabulary written at the bottom. If I teach in class, sometimes I ask students to find the vocabulary by themselves because they are already in Mattayom 6, so I do not need to prepare too many materials for them. They just need to find the vocabulary, write it down, and translate it by themselves. I believe that when students write something by themselves, they use their brains more, and it becomes part of the memorizing process.
5.	What are the advantages of using ChatGPT in teaching vocabulary?	Of course, it has a lot of advantages, especially when I have a Spelling Bee club and only 5 minutes before

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		teaching. Sometimes I do not prepare anything at all. I just type the vocabulary topic, and then it gives around 1,000 vocabulary words with the meanings in Thai. Then, I just copy, research, and prepare it for the students. I teach the slides with the vocabulary and pictures, and it helps me a lot. If I had to do it by myself and type hundreds of vocabulary words, I think it would take a lot of time and waste a lot of time as a teacher. So, the advantage of using AI is that it saves a lot of time and helps teachers a lot. It is also very easy because I just type whatever I want, especially the vocabulary and the meanings, and then it appears in just 3 seconds.
6.	What challenges do you face when using ChatGPT in the classroom?	The problem or challenge for me, as I mentioned earlier, is that sometimes I find something wrong in ChatGPT. For example, it gives the wrong meaning. If it is only vocabulary and meaning, it is usually not wrong, but if it is in context, sometimes it gives the wrong meaning. Teachers have to recheck whenever they use ChatGPT. Another challenge is that students also use ChatGPT when they do assignments. When I give them homework or tasks, they use ChatGPT

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		instead of using their own brains or the skills that I taught them. Sometimes we do not know whether it is really their own work or just from the tool. Therefore, teachers have to check it twice.

B. Interview question for the teacher

No.	Question	Answer
1.	What kind of materials does the teacher give when using ChatGPT?	Student A: The teacher usually gives us vocabulary materials such as vocabulary lists, meanings, pictures, and presentation slides. Sometimes the teacher also gives example sentences and vocabulary exercises. Student B: The teacher gives vocabulary presentations with pictures, meanings, and example sentences. Sometimes we also do vocabulary tasks and pronunciation practice.
2.	Can you explain how the teacher uses ChatGPT in the classroom?	Student A: The teacher uses ChatGPT to prepare the lesson and explain vocabulary in class. The teacher shows slides with pictures and vocabulary, and sometimes asks us to search for meanings or translations by ourselves. Student B: The teacher uses ChatGPT to create learning materials and presentations before class. During the lesson, the teacher explains the

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		vocabulary and asks students to practice and find meanings independently.
3.	How does ChatGPT help you learn new vocabulary?	Student A: ChatGPT helps me learn vocabulary because it gives meanings and examples quickly. It also helps me understand how to use vocabulary in sentences. Student B: ChatGPT helps me because I can directly search for vocabulary meanings, translations, and examples. It mkes vocabulary learning faster and easier.
4.	What do you feel when learning vocabulary using ChatGPT?	Student A: I feel happy and interested because learning vocabulary becomes easier and more interactive. I also feel more confident when learning English. Student B: I feel excited because the learning process is more modern and interesting. I enjoy learning vocabulary using technology.
5.	What difficulties do you face when using ChatGPT?	Student A: Sometimes ChatGPT gives explanations that are difficult to understand, especially when the vocabulary is used in a different context. Student B: Sometimes I become confused because ChatGPT gives too much information, and sometimes the meanings are different depending on the context.

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6.	Do you think your vocabulary has improved after using ChatGPT? Why?	Student A: Yes, I think my vocabulary has improved because I learn many new words and understand the meanings more easily. Student B: Yes, my vocabulary has improved because I can practice vocabulary more often and learn new words from the materials and activities given by the teacher.

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Appendix 4 Lesson Plan

LESSON PLAN

Name of School: Sriwarin School

Lesson Subject: English (EFL)

Class: Grade 12

Main Material: Vocabulary (Environment Topic) using ChatGPT

Time: 90 minutes

A. Goal of Learning

1. Students are able to understand the meaning of new vocabulary related to environmental topics.
2. Students are able to use the vocabulary correctly in sentences.
3. Students are able to interact with ChatGPT to practice vocabulary independently.
4. Students improve their vocabulary mastery (meaning, form, and use).

B. Media

1. Smartphone, Smart TV
2. Internet connection
3. ChatGPT
4. Worksheet (fill in the blanks, matching, sentence making)
5. Whiteboard & marker

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C. Procedure of Learning

Stage	Teacher's Activity	Students' Activity
Pre-Teaching (15 minutes)	• Greets students and checks attendance • Introduces the topic (Environment)	• Respond to greeting • Answer teacher's questions

	• Activates prior knowledge by asking simple questions • Uses ChatGPT to generate vocabulary list (e.g., pollution, recycle, climate, etc.) • Explains learning objectives	• Pay attention to the topic introduction • Write down new vocabulary
While-Teaching (60 minutes)	• Shows vocabulary meanings, synonyms, and example sentences generated by ChatGPT • Gives worksheet exercises (matching words with meanings) • Asks students to use ChatGPT to: 1. Find meanings 2. Create sentences 3. Practice short dialogue using vocabulary • Monitors and guides students • Provides correction and feedback	• Listen to explanation • Complete worksheet tasks • Use ChatGPT to explore vocabulary • Practice making sentences • Participate in discussion or mini dialogue
Post-Teaching (15 minutes)	• Reviews vocabulary learned • Asks students to mention new words and their meanings • Gives short quiz (oral or written) • Assigns homework (practice with ChatGPT at home) • Closes the lesson	• Answer review questions • Participate in quiz • Take notes for homework • Respond to closing

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Appendix 5 ChatGPT Gnerated Lesson Materials

Lesson Materials

Topic: Environment Vocabulary

Learning Objectives

After the lesson, students are able to:

1. Identify the meanings of environmental vocabulary.

2. Use environmental vocabulary in simple sentences.

3. Practice simple dialogues using environmental vocabulary.

Vocabulary List

Vocabulary	Meaning	Synonym
Pollution	Harmful substances that make the environment dirty	Contamination
Recycle	To use something again after processing it	Reuse
Climate	The general wheather Condition of place over along period	Weather Pattern
Environment	The natural world around us	Surroundings
Waste	Unvented materials or garbage	Trash

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Example Sentences

1. Air pollution can make people sick.

2. We recycle plastic bottles at school.

3. Thailand has a tropical climate.

4. We should protect the environment.

5. Do not throw waste into the river.

Pronunciation Practice

Teacher

“Please repeat after me.”

Students:

“P-O-L-L-U-T-I-O-N.”

Teacher:

“R-E-C-Y-C-L-E.”

Students:

"R-E-C-Y-C-L-E."

Teacher:

“C-L-I-M-A-T-E.”

Students:

"C-L-I-M-A-T-E."

Teacher:

“E-N-V-I-R-O-N-M-E-N-T“

Students:

"E-N-V-I-R-O-N-M-E-N-T."

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Teacher:

“W-A-S-T-E.”

Students:

"W-A-S-T-E."

Discussion Questions

1. What is pollution?

2. Why is recycling important?

3. How can we protect the environment?

4. What happens if there is too much waste?

5. What is the climate like in Thailand?

Sentence-Making Activity

Create one sentence using:

1. Pollution

2. Recycle

3. Climate

4. Environment

5. Waste

Dialogue Practice

Student A:

What can we do to reduce pollution?

Student B:

We can recycle plastic bottles and reduce waste.

Student A:

Why is recycling important?

Student B:

Because recycling can help protect the environment.

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Appendix 6 Student Worksheet

STUDENT WORKSHEET

Subject: English

Grade: 12

Topic: Environemntal Vocabulary

Name:

Date:

Activity 1: Match the Words with Their Meanings

Match the vocabulary words in Column A with the correct meanings in ColumnB.

NO	Column A	Column B
1	Pollution	a. The natural world around us
2	Recycle	b. Unwanted materials or garbage
3	Climate	c. To use something again after processing it
4	Environment	d. The general weather condition of a place over an long period
5	Waste	e. Dirty substances that contaminate air, water, or land

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Answers

1. _____

2. _____

3. _____

4. _____

5. _____

Activity 2: Complete the Sentences

Complete the following sentences using the words provided below.

Word Bank:

Pollution – Recycle – Climate – Environment – Waste

1. We should _____ plastic bottles to reduce garbage.

2. Air _____ can cause health problems.

3. The tropical _____ in Thailand is usually hot and humid.

4. We must protect the _____ from damage.

5. Throwing _____ into rivers can pollute the water.

Activity 3: Make Your Own Sentences

Write one sentence for each vocabulary word.

1. Pollution

_____

2. Recycle

_____

3. Climate

_____

4. Environment

_____

5. Waste

_____

Activity 4: Explore Vocabulary Using ChatGPT

Use ChatGPT to answer the following questions.

1. What can we do to reduce pollution?

_____

2. Why is recycling important?

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_____

3. Give one example of how to protect the environment.

_____

Activity 5: Reflection

Answer the questions below.

1. Which vocabulary word is the easiest for you to understand?

_____

2. Which vocabulary word is the most difficult for you to understand?

_____

3. How did ChatGPT help you learn vocabulary today?

_____

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Appendix 7 Description of Research Object

1. The History of Sriwarin School[66]

Sriwarin School is a secondary school under the Narathiwat 1 Regional Education Office, Ministry of Education, established in 1976 through the cooperation of local authorities and the community. Initially located in Ban Biloh, Sakor Subdistrict, the school began its operations in the 1977 academic year at the lower secondary level, using the facilities of Ban Sakor School. At that time, it had only 17 Mathayom 1 students, led by Mr. Manan Laophetch as the first principal, along with a small number of teachers. The school gradually received support in terms of staff and infrastructure, including a temporary school building and a teacher's residence.

Despite these developments, the school faced significant challenges due to its remote and isolated location. Access to the school was difficult, especially during the rainy season when the dirt road became muddy and flooded, forcing teachers and students to walk long distances. Additionally, the school's location limited access for students from certain subdistricts, particularly Tamayueng and Cheing Khiri, resulting in low enrollment growth. Safety concerns also arose because the surrounding area, filled with rubber plantations, was considered unsafe by some parents.

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[66] https://sriwarinschool.ac.th/ประวัติโรงเรียน/

Due to these issues, a decision was made to relocate the school to a more accessible and densely populated area. After discussions with local authorities and community members, Tambon Tamayueng was selected as the new location. Land for the new school site was generously donated by community members, totaling 35 rai. The relocation was officially approved on May 17, 1982, and the school was moved to its new location along Highway No. 4060 in Si Sakhon District, Narathiwat Province, where it could better serve a larger number of students.

2. The Profile of Sriwarin School[67]
   a. School Identity
      1. Name of Educational Institution (Thai): โรงเรียนศรีวารินทร
      2. Name of Educational Institution (English): Sriwarin School
      3. Address: Village No. 5
      4. Subdistrict: Tambon Tamayueng
      5. District: Amphoe Si Sakhon
      6. Province: Narathiwat
      7. Postal code: 95210
      8. Levels Taught: Secondary-High school
      9. Year Established: 1976
      10. Date of move to new location: 17 May 1982
   b. Vision and Mision
      1. Vision

[67] https://sriwarinschool.ac.th/ประวัติโรงเรียน/

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"A learning-centered school striving for excellence in academics and life skills and live happy lives."

2. Mision

   a) Provide learner-centered teaching and learning.

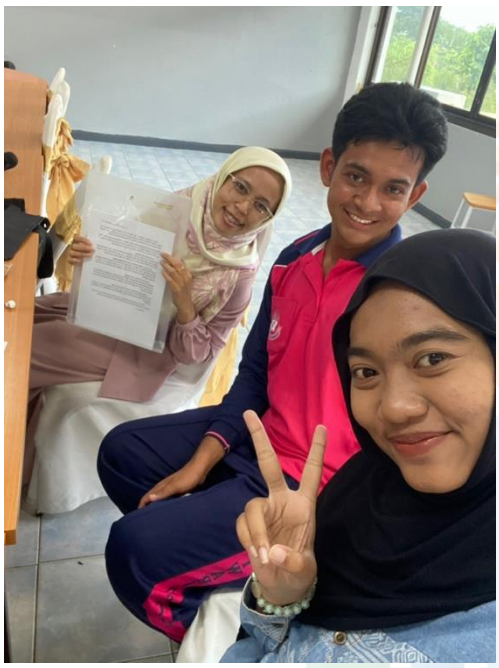
   b) Promote morality, ethics, and positive values.

   c) Support the use of technology in learning.

   d) Foster collaboration with the community and parents.

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Appendix 8 Documentation



Interview with English Teacher in Thailand



Interview with Student in Thailand





Interview via google meet with English Teacher and Student

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Appendix 9 Research Journal

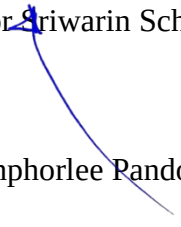
RESEARCH JOURNAL

No.	Date of Time	Activity	Notes
1.	26 May 2025	The researcher asked permission to conduct a research	
2.	2 June 2025	The researcher conducted an observation about teaching and learning process	
3.	4 June 2025	The researcher conducted an observation about teacher evaluation in teaching and learning process	
4.	9 June 2025	The researcher conducted an interview with the teacher and students	
5	16 June 2025	The researcher conducted an interview with the teacher and students	
6	25 June 2025	The researcher asked the file of lesson materials	
7	2 July 2025	The researcher takes the letter of research completion	

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Thailand, 10 July 2025

Director Sriwarin School



(Mr. Mahphorlee Pandora)

Appendix 10 Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-17132/In.20/3.a/PP.009/05/2026
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Sriwarin School, Thailand
Amphoe Si Sakhon, Tambon Tamayueng, Narathiwat, Thailand

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	221101060003
Nama	:	GITA YUNI DWI RAHMAWATI
Semester	:	Semester enam
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Exploring The Use of ChatGPT in Teaching Vocabulary Mastery on EFL Students at Sriwarin School, Thailand selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Mahphorlee Pandora

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 Mei 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 11 Statement of Letter of Research Completion

โรงเรียนศรีวารินทร์

Sriwarin School

50 Moo 3, Tambon Tamayueng, Sri Sakhon District, Narathiwat Province

Telp +073 554 532

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

NOMOR: STC001/07/2025

Yang bertanda tangan di bawah ini:

Naman : Mahphorlee Pandora

Jabatan : Direktur Sriwarin School Thailand

Alamat : Amphoe Si Sakhon, Tambon Tamayueng, Narathiwat, Thailand

Dengan ini menerangkan

Nama : Gita Yuni Dwi Rahmawati

NIM 221101060003

Jurusan : Tadris Bahasa Inggris

Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Alamat : Perum Kraton Indah Blok D46, RT 04 RW 04, Kel. Karangketug, Kec. Gadingrejo, Kota Pasuruan

Berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, tanggal 02 Juli 2025 yang bersangkutan telah melaksanakan penelitian di Ban Bangosinae School dengan judul " **Exploring The Use of ChatGPT in Teaching Vocabulary Mastery on EFL Students at Sriwarin School, Thailand**" selama 30 hari mulai hari Senin, 02 Juni 2025 sampai dengan 02 Juli 2025

Thailand, 2 Juli 2025

Direktur Sriwarin School

(Mahphorlee Pandora)

Appendix 12 Plagiarism Check Letter

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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Gita Yuni Dwi Rahmawati
NIM : 221101060003
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Exploring The Use of ChatGPT in Teaching Vocabulary Mastery on EFL Students at Sriwarin School, Thailand

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (8,2%)

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Jember, 3 Juni 2026
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(Ulfa Dina Novienda,S.Sos.I,.M.Pd)
NIP. 198308112023212019

Appendix 13 Declaration of Authorship

DECLARATION OF AUTORSHIP

The undersign below:

Name	: Gita Yuni Dwi Rahmawati
Student ID	: 221101060003
Place and Date of Birth	: Jember, 25 June 2004
Address	: Perum Kraton Indah Blok D46, RT 04 RW 04, Kel. Karangketug, Kec. Gadingrejo, Kota Pasuruan
Program	: Islamic English Education
Faculty	: Faculty of Tarbiyah and Teacher Training
Institution	: State Islamic University of Kiai Haji Achmad Siddiq Jember

State that thesis entiltled "Exploring The Use of ChatGPT in Teaching Vocabulary Mastery on EFL students at Sriwarin School, Thailand" is truly my own work. It does not include any writings or publications that have already been authored are published by another individual, except for those cited in the quotation and blibiography. I am the only person who will be responsible, if anyone objected.

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Jember, 4 Juni 2026

Author,



Gita Yuni Dwi Rahmawati

221101060003

Appendix 14 Research Biography



RESEARCH BIOGRAPHY

Personal Information

Full name	: Gita Yuni Dwi Rahmawati
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Faculty/Program	: FTIK/Islamic English Education
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2016-2019 MTsN Kota Pasuruan

2019-2022 MAN Kota Pasuruan

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