



ELT-Lectura: Studies and Perspectives in English Language Teaching
Volume 12 Number 2, August 2025
ISSN (Print): 2336-8560, ISSN (ONLINE): 2550-0724

Students' Voices: Using ChatGPT for Learning English

Anisha Pradilla Firdes

Institut Agama Islam Negeri Kerinci, 37112, Indonesia

email: anishapradilla99@gmail.com

Abstract:

The rapid advancement of artificial intelligence has brought sophisticated tools such as ChatGPT into the education sector, sparking increased curiosity and inquiries about their possible roles in learning a second language. This qualitative study utilizes a phenomenological framework to examine the personal experiences of university students learning English as a Foreign Language (EFL) at the English Department of the State Islamic Institute of Kerinci, Indonesia. The research examined how learners use ChatGPT as a supplementary tool to enhance their English proficiency within the framework of contemporary digital education. Data were gathered via in-depth, semi-structured interviews with 16 undergraduate EFL students and were thematically analyzed to uncover recurring patterns, themes, and insights about their experiences. The results indicated that students view ChatGPT as a beneficial aid and a possible obstacle in their English learning journey. Students prominently pointed out its contribution to improving their writing assignments, increasing vocabulary, enhancing listening and speaking skills, and providing a variety of accessible learning resources. Additionally, the immediate feedback and real-time support from ChatGPT were viewed as beneficial for practicing grammar and sentence formation. Nonetheless, worries were expressed regarding the precision of the information shared, the danger of overdependence on AI technologies, and the absence of individualized engagement that conventional educators provide. This study highlights that although ChatGPT can serve as a beneficial ally in language learning, successful incorporation demands critical analysis, explicit guidelines, and supportive teaching from educators to ensure its advantages are utilized responsibly.

Keywords: *Artificial Intelligence, ChatGPT, English Language Teaching*

1. INTRODUCTION

Language education's AI journey started in the late 20th century with rule-based and statistical approaches, concentrating on translation and grammar corrections. Although restricted in adaptability, these initial systems established the foundation for subsequent advancements. The emergence of machine learning in the early 21st century allowed for more flexible systems, like customized vocabulary tutors, signaling the growth of adaptive learning driven by student performance. Over the past ten years, deep learning has greatly enhanced AI's influence. Neural networks improved natural language processing, enabling superior speech recognition, realistic text-to-speech, and advanced language comprehension.

Nowdays, Artificial Intelligence (AI) has an important role in learning English. AI denotes the capability of a computer system to execute tasks usually needing human intelligence, encompassing technologies that allow machines to sense and behave intelligently (Russell & Novrig, 2021). AI has quickly progressed, impacting various facets of life (Gocen & Aydemir, 2021) such as education. A prominent AI tool is ChatGPT, which has attracted significant attention for its sophisticated natural language processing abilities.

ChatGPT enables self-directed learning, permitting users to investigate subjects at their own pace and revisit resources whenever necessary (Zhai, 2022). It boosts student involvement and self-assurance (Lund & Wang, 2023) and aids academic activities like research, translation, and summarizing (Hariri, 2023). It further enhances motivation and reading understanding by producing genuine content (Baskara & Mukarto, 2023) and offers chances for individualized practice (Hong, 2023).

ChatGPT aids EFL learners by simplifying everyday tasks and improving productivity (George, 2023). Kasneci et al. (2023) examined the benefits and drawbacks of incorporating ChatGPT into classrooms, emphasizing the swift development of large language models. Chatbots, because of their natural language processing abilities, promote tailored conversations, allowing for regular practice in dialogues, inquiries, and vocabulary (Jeon, 2023). The adoption of gamified AI tools has similarly increased. Luo (2023) performed a systematic review and SWOT analysis of ChatGPT in education, highlighting its advantages and limitations. Chatbots powered by AI can adjust to the requirements of learners through NLP and machine learning. Shin et al. (2021) created a chatbot that varied the complexity of conversations, enhancing user engagement. Yang et al. (2022) demonstrated enhanced pronunciation via AI chatbots, whereas Chen et al. (2022) created systems that provide feedback on grammar and structure to aid writing.

Studies indicate that ChatGPT improves writing by providing instant feedback, offering grammar and vocabulary recommendations, and supplying example texts suitable for various levels (Kasneci et al., 2023; Rahman et al., 2023; Najemi et al., 2024). It provides limitless conversation practice to enhance speaking and understanding (Wong & Li, 2023) and can be tailored to the requirements of learners (Alshahrani & Aljraiwi, 2023; Hu et al., 2024). Worldwide, ChatGPT has demonstrated enhancements in language generation and engagement. For example, it develops fluency in learners of Mandarin (Zhang & Dailey, 2023), improves sentence structure for Korean students (Lee & Kim, 2023), and expands vocabulary for Arabic learners (Alshammari, 2023). It additionally aids Iranian students in academic writing (Erfanian & Rezaei, 2024) and enhances reading and listening skills for Chinese learners (Wang et al., 2024). In the U.S., it improves narrative skills and creativity (Brown & Miller, 2023), supports local language learning in India (Singh & Patel, 2023), and helps German educators in developing materials (Müller & Schneider, 2023). In Japan, it adjusts the level of content difficulty according to student performance (Nakamura, 2023), whereas in Spain, it aids bilingual students in understanding non-language content via automatic re-explanations (Rodríguez & Gómez, 2024).

Although ChatGPT offers numerous benefits, several limitations create worries about its application in language education. ChatGPT's broad yet flawed training dataset may exhibit biases linked to gender, race, culture, and other stereotypes, which could reinforce damaging viewpoints. Its capacity to generate plausible-sounding text also paves the way for the dissemination of false information, impacting public perception and democratic procedures. Moreover, Floridi (2023) cautions against "infobesity," a phenomenon where the excessive generation of AI-produced content complicates the ability to differentiate between fact and fiction.

Ethical issues are equally vital, especially in relation to transparency and attribution. Users should be aware of how ChatGPT creates its responses and utilize it responsibly in academic environments. Prejudices in training data can influence the language and perspectives shared with learners. Its simplicity increases the chances of plagiarism, jeopardizing academic integrity. Additionally, the unclear nature of ChatGPT's decision-

making processes—the "black box" problem—complicates accountability when mistakes or damages happen.

Although it is widely popular, most research emphasizes ChatGPT's technical features, such as correcting grammar and aiding in writing (Arifin & Rahman, 2024; Gunawan & Susanto, 2023), while the personal views of students—especially in terms of both advantages and obstacles—remain largely unexamined. Godwin-Jones (2021) and Lin & Wang (2022) contended that student viewpoints were essential for grasping the genuine effects and long-term viability of AI incorporation in language teaching. Nonetheless, earlier studies frequently focused on quantitative assessments of language development or the educational framework, neglecting how students personally encountered, navigated, and contemplated the use of AI tools such as ChatGPT in their everyday learning activities. Additionally, current research seldom examined how learners' varied backgrounds, digital skills, and competency levels affected their attitudes and approaches when engaging with conversational AI (Hockly, 2022). This gap emphasized the necessity for additional student-focused, qualitative studies that reflected learners' genuine perspectives and offered understanding for crafting more effective, ethical, and learner-responsive uses of AI in English language education.. This research addresses the gap by exploring (1) learners' general views on ChatGPT in English teaching and (2) their assessments of its strengths and weaknesses. It also emphasizes the experiences of Indonesian students both in formal environments and beyond.

Given the previously mentioned gap in the literature, this study was relevant in examining students' views on using ChatGPT for learning English and whether they perceive it as helpful or hindering in their English education. The research aimed to address the upcoming questions:

1. What were the students' views on the use of Chat-GPT in learning English?
2. To what extent did students perceive ChatGPT as a beneficial tool, obstructive tool, or both in their English learning?

2. METHOD

Design

This research employed a qualitative design featuring a phenomenological approach, focusing on comprehending individuals' experiences and perceptions regarding specific phenomena. Creswell (2013) states that phenomenology emphasizes grasping human experiences through the viewpoints of the participants. The reason for choosing this research design was that phenomenology can reveal the deep meaning of the ChatGPT user experience in an educational setting.

Context of Study and Informants

This study was carried out at an Islamic institution located in Jambi Province, Indonesia. Participants were chosen from the English Language Education program through purposive sampling (Sugiyono, 2017). The criteria encompassed students currently enrolled in the English Language Education program and who had utilized ChatGPT to aid their English learning endeavors. Everyone had utilized ChatGPT on their own, independent of class tasks, guaranteeing genuine perspectives. This ensured more authentic viewpoints based on firsthand experience.

16 students were gathered through leaders of class groups. Individuals who met the criteria were reached out to through WhatsApp, given study information, and interviewed

using Zoom, Google Meet, or in person. Interviews ranged from 30 to 60 minutes, were recorded, transcribed word for word, and participant identities were kept confidential through the use of initials. Ethical guidelines, such as informed consent and privacy, were maintained during the entire process.

Table 1. Informants of the study

NO	INITIAL	GENDER	SEMESTER
1	NAF	Female	3
2	JF	Female	3
3	DOV	Female	3
4	AM	Female	3
5	ATN	Female	3
6	RW	Male	5
7	IZA	Female	5
8	MIH	Female	5
9	RY	Female	7
10	ARP	Female	7
11	RL	Female	7
12	FM	Female	7
13	YNF	Female	9
14	MH	Male	9
15	LDC	Male	9
16	AKS	Female	9

Data Collection

Semi-structured interviews were carried out with 16 students from the English Department who had utilized ChatGPT independently for their English studies. This approach facilitates a more profound investigation of new subjects (Bernard, 2017). The interview comprised 13 questions 6 general and 7 related to English learning—intended to gather student experiences with ChatGPT. Data were gathered over a month via in-person sessions and participant involvement.

Data Analysis

The research utilized thematic analysis to recognize trends concerning ChatGPT's benefits and drawbacks in EFL settings. According to Nowell et al. (2017), thematic analysis is an adaptable approach suitable for a range of qualitative research. Initially, the researcher acquainted themselves with the data by reviewing the transcripts multiple times and making notes. Subsequently, initial codes were developed to pinpoint key aspects pertaining to the research inquiries. Subsequently, the codes were categorized into possible themes. The themes were analyzed and improved to confirm their alignment with the data. Ultimately, the themes were illustrated and backed with quotations from participants.

Trustworthiness

Member checking techniques were utilized to guarantee the study's credibility. Upon finishing the initial data analysis, important findings, which featured thematic summaries and chosen quotes, were sent back to participants for their evaluation. Subsequent adjustments to the report were made according to input from participants. This method enabled the researcher to enhance and modify the analysis to more accurately reflect the

viewpoints of the participants. Collectively, these approaches sought to build credibility, reliability, and confirmability in examining EFL learners' views on utilizing ChatGPT as a resource for learning English.

3. FINDINGS

This research was examined how EFL students at the State Islamic Institute of Kerinci, Jambi, view the application of ChatGPT in learning English. Their perspectives indicate a change towards technology-based, self-directed education. Comprehending how students view the advantages, difficulties, and dangers of ChatGPT is essential for assessing its influence on their engagement in language learning.

1. The students' views on the use of Chat-GPT in learning English

This theme illustrated how the students expressed their views, emotions, and thoughts on how Chat-GPT aided or hindered their English learning journey.

1.1 ChatGPT as a education resource

Students utilize ChatGPT to enhance their English abilities via successful task execution and precise information gathering. The sub-themes related to this topic are:

Subthemes:

1.1.1 Assistance with university tasks: ChatGPT aids students with work like composing essays, summarizing content, translating texts, and addressing intricate inquiries.

"I utilize ChatGPT for assignments that I struggle with and find confusing, and it truly assists me." (NAF)

"ChatGPT is user-friendly and greatly assists me in my studies and completing assignments." (JF)

1.1.2 Precision and swiftness of data: students value ChatGPT's rapid and accurate replies, which support prompt education.

"ChatGPT is easy to use and offers straightforward answers without unnecessary elaboration." (AKS)

"Rapidly delivers responses, and the answers are shortened for clearer understanding." (DOV)

1.2 ChatGPT as a resource for enhancing English language skills

Different strategies employed by students when utilizing ChatGPT to enhance their English abilities. Below are the sub-themes pertinent to the aforementioned theme:

1.2.1 Improved English learning skills

Students utilized ChatGPT to enhance their writing, speaking, reading, and listening abilities in multiple ways. For writing, they got prompt feedback to enhance the clarity and precision of their sentences and paragraphs.

"ChatGPT may help generate more precise sentences or paragraphs and use more appropriate English." (NAF)

“ChatGPT could help improve the paragraphs I wrote to make them more effective.” (ATN)

During speaking exercises, certain students utilized ChatGPT to enhance their dialogues and pronunciation skills.

“It significantly helped in correctly pronouncing words,” (MH)
 “I used the ChatGPT app feature to improve my speaking abilities.” (FM).

Nonetheless, certain students had not utilized ChatGPT for verbal communication.

“I was uncertain since I never tried it,” (IZA)
 “I hadn’t used ChatGPT to enhance my speaking skills.” (NAF)

Students utilized ChatGPT to aid in comprehending vocabulary, structure, and context while reading.

“ChatGPT could compress texts and emphasize essential points within them,” (RW)
 “I only employed ChatGPT to interpret my readings for improved understanding.” (FM)

Nonetheless, certain students did not utilize ChatGPT for reading assignments.

“I rarely used ChatGPT for reading activities,” (NAF)
 “hadn’t tried it previously.” (ARP, AKS)

Concerning listening, certain students utilized ChatGPT’s voice feature or audio to assist with listening activities.

“I used the voice feature,” (MIH)
 “ChatGPT helped me focus on key terms during listening tasks.” (MH)

However, some students believed that ChatGPT did not have enough audio capabilities.

“ChatGPT could not help me with listening,” (NAF)
 “ChatGPT provided no audio.” (DOV, JF)

1.2.2 Vocabulary observation: ChatGPT assists students in enhancing and verifying their vocabulary through the use of ChatGPT. They utilize it to discover word meanings, explore synonyms, and verify if a specific word or phrase is appropriate in context.

“I search for vocabulary and retain the vocabulary clarified by ChatGPT.” (ATN)
 “I generally jot down the new words that I’ve requested from ChatGPT, commit them to memory, and attempt to create sentences using them.” (IZA)
 “I direct ChatGPT to provide me with fresh vocabulary daily.” (RY)

1.2.3 Capability to enhance grammar understanding: Students frequently find grammar difficult because of its intricate rules and exceptions. This section examines the way university EFL students view ChatGPT's influence on enhancing their grammar comprehension.

"I can inquire in ChatGPT if the grammar I use in a sentence is accurate or not, and then ChatGPT will fix the grammar in the sentence I created." (NAF)

"Naturally, I frequently utilize ChatGPT to fix my grammar, so I can learn proper and accurate grammar." (ARP)

"I produce a text and verify my grammar with ChatGPT." (RW)

Nonetheless, certain students expressed alternative views regarding the use of ChatGPT for grammar.

"I avoid using it for grammar tasks or lessons since it's difficult to grasp." (DOV)

"It might be possible, but I haven't utilized it for grammar exercises or tasks." (RL)

"I doubt it can, as grammar tends to be quite complicated." (IZA)

Table 2. Themes and subthemes associated with the students' views on the use of ChatGPT in learning English.

Themes	Subthemes
1.1 ChatGPT as a educational resource	1.1.1 Assistance with university tasks 1.1.2 Precision and swiftness of data
1.2 ChatGPT as a resource for enhancing English language skills	1.2.1 Improved English learning skills 1.2.2 Vocabulary development 1.2.3 Grammar improvement

2. The students' perceptions on the benefits and obstruction of using ChatGPT in their English learning

While there were numerous benefits to utilizing ChatGPT, certain challenges were faced in employing ChatGPT for English learning. The themes and subthemes associated with this subject were as follows:

2.1 Advantages Recognized in Utilizing ChatGPT for English learning

Students expressed various advantages they encountered while utilizing ChatGPT to aid their English learning. The points below emphasize the benefits they acknowledged throughout the process:

2.1.1 Support for Grammar and Writing: Students utilized ChatGPT to verify and improve their grammar and writing organization.

"I rely on ChatGPT to review my grammar and fix any errors it finds." (RW)

"I can inquire in ChatGPT if the grammar I utilize is accurate or not, and then ChatGPT will rectify the grammar in my sentence." (NAF)

"I frequently utilize ChatGPT for grammar corrections, enabling me to grasp correct grammar." (ARP)

2.1.2. Vocabulary Enhancement: Numerous students noted that utilizing ChatGPT assisted them in broadening their vocabulary. They discovered it helpful for learning new vocabulary and grasping their contextual usage.

"I look for vocabulary and store vocabulary detailed by ChatGPT." (ATN)

"I write down new vocabulary from ChatGPT, learn them, and attempt to create sentences." (IZA)

"I request ChatGPT to provide me with fresh words daily." (RY)

2.1.3 Enhanced Reading Understanding: A number of students utilized ChatGPT for translating, summarizing, or elucidating English texts, aiding them in grasping reading materials and essential concepts more effectively.

"ChatGPT is capable of condensing text and highlighting key elements within it." (RW)

"I utilize ChatGPT to convert texts into simpler language for better comprehension." (FM)

2.1.4 Customized Learning Journey: Students interacted with ChatGPT according to their learning journey.

"ChatGPT can enhance the paragraphs I create to be superior." (ATN)

"With ChatGPT, everything turns into something actionable." (MIH)

"I appreciate it because ChatGPT assists me in locating numerous references for my development." (ARP)

2.1.5 Support for Academic Tasks: Students utilized ChatGPT to assist them in finishing different academic assignments. They utilized it to collect data, brainstorm concepts, review their tasks, and enhance the overall standard of their output.

"I utilize ChatGPT to explore various perspectives available to assist with a writing task." (DOV)

"I utilize ChatGPT to find vocabulary I'm unfamiliar with during a writing task." (JF)

"I utilize ChatGPT to aid in forming a more accurate sentence or paragraph." (MH)

2.1.6 Enhanced Motivation for Learning and Self-Assurance: ChatGPT provided students with rapid responses and support, boosting their confidence and motivation to learn English on their own.

"I enjoy using ChatGPT because it assists me significantly with my tasks by providing clear and comprehensive responses." (RY)

"The responses from ChatGPT are thorough and clear, increasing my excitement for learning." (MH)

2.2 Constraints and apprehensions regarding ChatGPT

While students found ChatGPT helpful, they also expressed certain concerns and faced some challenges while using it. The following points reflect the constraints and apprehensions they experienced.

2.2.1 Error and vagueness: Some students pointed out that ChatGPT occasionally gave responses that were unclear or inaccurate. These instances of error and vagueness sometimes made it harder for them to fully rely on the tool.

“ChatGPT's responses are not consistently accurate; at times, the answers lack relevance to the question.” (NAF)

“ChatGPT provided vague responses on multiple occasions.” (ATN)

“At times, ChatGPT fails to grasp the questions I pose, resulting in unsuitable responses.” (ARP)

Nevertheless, certain students claim that they have not encountered any issues or challenges with ChatGPT.

“Up to now, I have not encountered any issues or hindrances with ChatGPT.” (IZA)

2.2.2 Worries Regarding Reliance: Students expressed concern about becoming overly reliant on ChatGPT. Certain students expressed concern that they could depend on it excessively and become less driven to think for themselves.

“Using it too frequently can lead to dependence and a lack of motivation to think.” (RL)

2.3 Views and suggestions regarding ChatGPT

Based on their experiences, students developed different views on ChatGPT and proposed methods for how ChatGPT could enhance support for English learners moving forward. These are the themes and subthemes connected to this topic:

2.3.1 Options if ChatGPT is inaccessible: Students discussed other resources they utilized when ChatGPT was inaccessible.

“Returning to reading books or studying with someone knowledgeable.” (MH)

“If ChatGPT were not available, I would utilize alternative platforms such as Google or others.” (RL)

“I plan to utilize different technologies that can assist me with assignments and studying.” (AM)

2.3.2 Suggest advising others to use ChatGPT: Numerous students mentioned that they advised friends, lowerclassmen, or peers to use ChatGPT due to its usefulness and user-friendly nature.

“Definitely, and nearly all my close friends utilize ChatGPT.” (MIH)

“Certainly, as ChatGPT can assist with English learning by correcting grammar, speaking, and more.” (ARP)

“Absolutely, I strongly endorse it since ChatGPT makes information retrieval quite simple.” (AKS)

Nevertheless, certain students hold varying views.

“Perhaps not, since there are superior websites or platforms that facilitate English learning, such as Duolingo.” (JF)

“An AI exists that is more highly recommended than ChatGPT.” (YNF)

Table 3. Themes and subthemes associated with the students’ perceptions on the benefits and obstruction of using ChatGPT in their English learning.

Themes	Subthemes
2.1 Advantages Recognized in Utilizing ChatGPT for English learning	2.1.1 Support for grammar and writing
	2.1.2 Vocabulary enhancement
	2.1.3 Enhanced Reading Understanding
	2.1.4 Customized Learning Journey
	2.1.5 Support for Academic Tasks
	2.1.6 Enhanced Motivation for Learning and Self-Assurance
2.2 Contraints and apprehensions regarding ChatGPT	2.2.1 Error and vagueness
	2.2.2 Worries Regarding Reliance
2.3 Views and suggestions regarding ChatGPT	2.3.1 Options if ChatGPT is inaccessible
	2.3.2 Suggest advising others to use ChatGPT

3. DISCUSSION

This study explored students’ perspectives on ChatGPT as both a beneficial resource and a potential challenge in their English education. Overall, the findings indicated that students primarily regarded ChatGPT as a valuable tool for completing academic assignments and enhancing multiple language skills, including writing, reading, vocabulary, and grammar. Many students reported using ChatGPT to compose essays, check grammar, translate texts, and acquire new vocabulary. These findings corroborate previous studies by Hariri (2023) and Guo and Wang (2023), who noted that ChatGPT provides prompt feedback and effective writing assistance.

Regarding language skills, students observed that ChatGPT helped them comprehend texts more efficiently by summarizing or clarifying content. However, in the domain of listening, a notable limitation emerged: several students reported that ChatGPT offered insufficient audio or voice support. This aligns with the observations of McCallum (2023) and Ali et al. (2023), who highlighted that AI tools still face challenges in facilitating interactive listening practice.

Students also indicated that ChatGPT supported vocabulary development and contextual word usage, consistent with findings by Kasneci et al. (2023) and Rahman et al. (2023). Some students appreciated the grammar correction feature, which enabled a clearer understanding of grammatical structures, whereas a few students avoided using ChatGPT for grammar due to its complexity or occasional lack of clear explanations.

Despite these advantages, the results also revealed certain issues. Some students reported that ChatGPT occasionally produced unclear or inaccurate responses, prompting concerns about its reliability. These observations mirror the concerns raised by Buolamwini (2018) and Floridi (2023) regarding potential bias and misinformation in AI-generated content.

Another concern involved the risk of overdependence; some students expressed apprehension that relying excessively on ChatGPT might reduce their motivation for critical thinking and independent learning.

Nonetheless, many students continued to recognize ChatGPT's value and even recommended it to peers. They demonstrated adaptability by turning to alternative resources, such as textbooks, Google, or discussions with classmates, when ChatGPT was unavailable. This adaptability suggests that students did not rely solely on ChatGPT but integrated it with other methods to optimize their learning.

Overall, the findings indicate that ChatGPT functions as both a helpful and demanding resource in EFL education. Therefore, it should be used judiciously and complemented by educators' guidance and students' analytical skills. According to Nowell et al. (2017) and Rawas (2023), integrating AI into education requires responsible practices, emphasizing ethical considerations and active teacher involvement to maximize benefits while minimizing potential risks.

4. CONCLUSION AND SUGGESTION

Conclusion

This research was examined how EFL students viewed the incorporation of ChatGPT in their English studies. The results indicated that students primarily regarded ChatGPT as a beneficial resource that assisted with multiple academic activities and enhanced their writing, reading, vocabulary, and grammar abilities. Numerous students valued its quickness and user-friendliness, particularly for finishing tasks and verifying language correctness. Nonetheless, the study also uncovered that students faced specific difficulties. They noted that ChatGPT occasionally generated vague or incorrect information, and some students expressed concerns about becoming overly reliant on it, which could diminish their drive to engage in critical thinking. Moreover, the tool's assistance for listening and speaking abilities was restricted because of its absence of audio engagement. In general, this research found that students viewed ChatGPT as helpful yet possibly hindering in their English education. Consequently, it ought to serve as an additional resource, rather than substituting for human discernment or educator assistance. The results emphasized the necessity of directing students to utilize ChatGPT thoughtfully and critically, allowing its benefits to be maximized while reducing its drawbacks in English language learning.

Suggestion

For Students: Students utilize ChatGPT as an aid, rather than the exclusive source of information. Enhance digital literacy and critical thinking to evaluate the information it offers. Utilize its features imaginatively to enhance writing, speaking, reading, listening, and vocabulary abilities.

For Educators and Programmers: Educators should instruct students to utilize ChatGPT wisely and thoughtfully, integrating it into engaging and reflective learning experiences. Developers are urged to enhance functionalities for pronunciation, source validation, and educational interfaces. Future investigators ought to explore mixed-method approaches, include varied learners, and evaluate ChatGPT alongside other AI tools to determine its wider educational effects.

REFERENCES

- Alshahrani, M., & Aljraiwi, M. (2023). ChatGPT as a self-directed language learning tool: Perceptions and practices of Saudi EFL learners. *Arab World English Journal*, 14(3), 345–358. <https://doi.org/10.24093/awej/vol14no3.22>
- Alshammari, H. (2023). Enhancing Arabic language learning through ChatGPT: Vocabulary and grammar acquisition. *Journal of Language and AI Integration*, 8(2), 55–70.
- Arifin, M. S., & Wong, A. A. (2024). ChatGPT for EFL writing in Indonesian higher education: Benefits, challenges, and recommendations. *Innovation in Language Learning and Teaching*. Advance online publication. <https://doi.org/10.1080/17501229.2024.2346785>
- Baskara, F. X. R., & Mukarto, F. X. (2023). Exploring the implications of ChatGPT for language learning in higher education. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 7(2), 343–358. <https://doi.org/10.21093/ijeltal.v7i2.1387>
- Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches* (6th ed.). Rowman & Littlefield.
- Brown, T., & Miller, C. (2023). Using AI storytelling assistants to foster creativity in ESL classrooms. *TESOL Journal of Innovation in Teaching*, 11(1), 24–38.
- Chen, Z., Chen, W., Jia, J., & Anh, D. T. N. (2022). Exploring the AWE-supported writing process: An activity theory perspective. *Language Learning & Technology*, 26(3), 129–148. <https://doi.org/10.125/ilt.20220112>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.
- Erfanian, L., & Rezaei, S. (2024). AI-assisted academic writing: ChatGPT as a support tool for Iranian EFL learners. *Iranian Journal of Applied Linguistics*, 15(3), 89–105.
- Floridi, L. (2023). The ethics of generative AI. *Nature Machine Intelligence*, 5(8), 639–646. <https://doi.org/10.1038/s42256-023-00710-9>
- George, A. S., & George, A. H. (2023). A review of ChatGPT AI's impact on several business sectors. *Partners Universal International Innovation Journal*, 1(1), 9–23. <https://doi.org/10.5281/zenodo.7644359>
- Gocen, A., & Aydemir, F. (2021). Artificial intelligence in education and schools. *Research on Education and Media*, 12(1), 13–21. <https://doi.org/10.2478/rem-2020-0003>
- Godwin-Jones, R. (2021). Emerging technologies: Artificial intelligence and language learning: A nexus of opportunity and challenge. *Language Learning & Technology*, 25(3), 1–7. <http://hdl.handle.net/10125/73456>
- Gunawan, M. F., & Susanto, R. (2023). Students' perception on the use of ChatGPT as a tool in learning English grammar. *Journal of English Teaching, Linguistics, and Literature (JETLE)*, 4(2), 112–124.
- Hariri, W. (2023). Unlocking the potential of ChatGPT: A comprehensive exploration of its applications, advantages, limitations, and future directions in natural language processing. *Technology*, 15(2), 1–23. <https://doi.org/10.48550/arXiv.2304.02017>
- Hockly, N. (2022). Artificial intelligence in language teaching and learning. *ELT Journal*, 76(3), 339–345. <https://doi.org/10.1093/elt/ccac031>
- Hong, W. C. H. (2023). The impact of ChatGPT on foreign language teaching and learning: Opportunities in education and research. *Journal of Educational Technology and Innovation (JETI)*, 5(1), 37–45. <http://dx.doi.org/10.61414/jeti.v5i1.103>

- Hu, X., Xie, Y., & Chen, L. (2024). Personalized language learning with AI tutors: A case study of ChatGPT. *Educational Technology & Society*, 27(1), 1–12.
- Jeon, J., Lee, S., & Choi, S. (2023). A systematic review of research on speech-recognition chatbots for language learning: Implications for future directions in the era of large language models. *Interactive Learning Environments*. Advance online publication. <https://doi.org/10.1080/10494820.2023.2204343>
- Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., & Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
- Lee, H., & Kim, J. (2023). Task-based language learning using ChatGPT: A study on Korean EFL learners. **Asia-Pacific Journal of Language Learning and Technology*, 9*(1), 33–50.
- Lin, L., & Wang, Y. (2022). Exploring students' perceptions of AI-powered chatbots in EFL learning. *Computer Assisted Language Learning*, 35(8), 1873–1893. <https://doi.org/10.1080/09588221.2022.2094626>
- Lund, B. D., & Wang, T. (2023). ChatGPT and a new academic reality: Artificial intelligence-written research papers and the ethics of the large language models in scholarly publishing. *Journal of the Association for Information Science and Technology*, 74(5), 570–581. <https://doi.org/10.1002/asi.24750>
- Luo, Z. (2023). The effectiveness of gamified tools for foreign language learning (FLL): A systematic review. *Behavioral Sciences*, 13(4), 331. <https://doi.org/10.3390/bs13040331>
- Müller, F., & Schneider, L. (2023). Supporting German language teachers with AI-generated content: Opportunities and limitations. *Journal of Educational Technology and Language Pedagogy*, 12(2), 76–92.
- Nakamura, Y. (2023). Integrating ChatGPT into adaptive language learning systems: Insights from Japanese EFL contexts. *Journal of AI in Language Education*, 7(3), 101–118.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Rahman, M. M., Hossain, M. A., & Islam, M. S. (2023). The impact of ChatGPT on vocabulary acquisition in ESL learners. *Journal of Second Language Acquisition*, 35(2), 201–215.
- Rodríguez, A., & Gómez, M. (2024). ChatGPT in bilingual education: A cross-national study on language comprehension in CLIL classrooms. *European Journal of Bilingual and Multilingual Education*, 5(1), 45–62.
- Russell, S. J., & Norvig, P. (2021). *Artificial intelligence: A modern approach* (4th ed.). Pearson.
- Shin, D., Kim, H., Lee, J. H., & Yang, H. (2021). Exploring the use of an artificial intelligence chatbot as second language conversation partners. *Korean Journal of English Language and Linguistics*, 21(3), 375–391. <https://doi.org/10.15738/kjell.21.3.202109.375>
- Singh, R., & Patel, S. (2023). Bridging language gaps in multilingual India: The role of ChatGPT in regional language learning. *Indian Journal of Language and Educational Technology*, 10(4), 59–74.

- Sugiyono. (2017). Metode penelitian kuantitatif, kualitatif, dan R&D [Quantitative, qualitative, and R&D research methods]. Alfabeta.
- Suryati, N., & Febriani, R. B. (2023). Exploring the use of ChatGPT in developing English reading materials: A case study at an Indonesian university. *ELT-Lectura: Studies and Perspectives in English Language Teaching*, 10(2), 158-168. <https://doi.org/10.31849/elt-lectura.v10i2.16958>
- Susanto, H., Ahmad, N., & Hassan, M. (2024). University students' perceptions of using ChatGPT for English language learning: Advantages and potential drawbacks. *ELT-Lectura: Studies and Perspectives in English Language Teaching*, 11(1), 88-100. <https://doi.org/10.31849/elt-lectura.v11i1.18225>
- Wang, X., Liu, M., & Chen, Y. (2024). Improving reading and listening comprehension using ChatGPT in Chinese EFL classes. *Journal of AI and Literacy Education*, 6(2), 112–127.
- Wong, L. L. C., & Li, Z. (2023). Exploring the potential of ChatGPT in language learning. *International Journal of Computer-Assisted Language Learning and Teaching*, 13*(1), 1–17. <https://doi.org/10.4018/IJCALLT.326135>
- Yang, H., Kim, H., Lee, J. H., & Shin, D. (2022). Implementation of an AI chatbot as an English conversation partner in EFL speaking classes. *ReCALL*, 34(3), 327–343. <https://doi.org/10.1017/S0958344022000116>
- Zhai, X. (2022). ChatGPT: User experience of conversational AI in educational settings. SSRN. <https://ssrn.com/abstract=4312418>
- Zhang, L., & Dailey, M. (2023). Conversational AI in Mandarin language education: Student engagement and fluency development. *Journal of Applied Linguistics and AI*, 14(3), 70–88.