
Student's Perception on the Use of Artificial Intelligence (AI) ChatGPT in English Language Learning: Benefits and Challenges in Higher Education

Author:

Roudlotun Nurul Laili¹
Wahyu Adri Wirawati²
Muhammad Nashir³

Afiliation:

STIKes Banyuwangi^{1,2,3}

Corresponding email:

uutnashir996@gmail.com

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Abstract:

English language learning in higher education has challenges, particularly for non-English majors such as health science students, due to lack of motivation and material. Incorporating AI in learning is becoming popular and of increasing interest, especially in language learning environments. The research examined students' attitudes toward using ChatGPT as a learning aid in English learning and its potential advantages and weaknesses. This study employed a descriptive qualitative approach. It used a questionnaire administered to 45 health science students who used ChatGPT in English and 10 purposively sampled students for semi-structured interviews to obtain more comprehensive data about their experiences. The findings reveal that the AI tool is valued for its ability to explain complex topics, expand vocabulary, and help with writing. However, the following challenges were noted: information overload, complete reliance on the AI system, and the need for personalized responses. These insights stress the necessity of harmonizing technology with conventional teaching techniques. The implications indicate that although AI tools like ChatGPT can support language learning, human interaction is also significant. Integrating ChatGPT in English learning can be a worthy addition that will help students engage more and yield many positive learning outcomes. However, educators must tackle issues related to overdependence on AI-generated content and its information quality.

Keywords: Artificial Intelligence (AI), ChatGPT, English Language Learning, Student Perceptions.

Introduction

English language learning in higher education is an important part of the student education process. One aspect of higher education is foreign language acquisition, particularly English language learning. As the world is more concerned about the sophisticated digital world, using artificial intelligence (AI) manifests itself within different fields, such as education. Teaching with the help of AI is loaded with much potential that cannot be overlooked. The best-known AI includes ChatGPT as an engaging and highly reactive tool for disseminating information and learning.

AI is a branch of computer science that uses the computer system to simulate human intelligence (Pratiwi et al., 2024). These important skills allow one to comprehend what has been learned or experienced, find regularities, comprehend natural language, and make decisions. OpenAI created ChatGPT and uses AI technologies to comprehend and produce natural language. ChatGPT uses the GPT (Generative Pre-trained

Transformer) model with transformers and has been developed employing massive textual data (Chan & Hu, 2023). This model can converse with users, respond to questions, offer explanations, and help in various cases in education, customer support, and entertainment. ChatGPT is supposed to generate relevant and contextual answers in response to user input, which makes it very resourceful in several ways.

Teaching English in non-English majors, such as health science majors, often faces various challenges because of different backgrounds and interests, so the motivation to learn English also varies. English materials considered irrelevant to their field of study are often complex and challenging, especially when medical terms and communication techniques are required in a health science context. Students might find themselves overwhelmed that they need to excel in both aspects, only to slow down their learning process. It can result in frustration, lack of motivation, poor improvement, and confidence in learning English. Time constraints are another factor that should be taken into consideration. The presence of many clinical practices alongside other essential courses gives health science students little time to master English. English material during lectures is only two or a maximum of 4 credits. Consequently, they are not able to practice integral English skills sufficiently. This also implies that educators should look at alternatives to enhancing teaching and learning systems, thus fomenting improved understanding of students' learning requirements (Rahim et al., 2023).

The advent of ChatGPT presents novel prospects in English acquisition. Therefore, it is an interactive learning assistant because it is a language model that can both understand an input text and generate a relevant output text in English. It can assist students by speaking practice, explaining medical terms, and providing writing and reading activities. The continuous integration of AI ChatGPT in learning is a good opportunity to enhance the students' and technology conversations and provide learning resources that can be easily accessed and personalized, making learning a more engaging and unique process. Educators and learners are showing great interest in adopting the ChatGPT, especially in English language learning. Several advantages of English language learning using ChatGPT are as follows: faster access to learning materials, enriched learning resources, more involvement in the process, immediate feedback, assistance in learning independently, and improved English skills (Phuong, 2024). According to (Horn, 2024), learners in environments where English is not the predominant language frequently lack consistent practice in natural settings. In this case, ChatGPT serves as a reliable English language resource.

Several previous studies regarding AI ChatGPT have been carried out. (Irianto et al., 2024) stated that learners' perception of ChatGPT as a helpful tool in enhancing their skills in speaking practice, listening comprehension, vocabulary and expression, learners' error correction, and feedback. (Mandasari et al., 2024) also, students positively perceive using ChatGPT as a learning medium in the Education 4.0 era. The participants perceive ChatGPT as easy to use, practical, engaging, and positively rewarding. Research by (Vo & Nguyen, 2024) in Vietnam 2023 explored students' perceptions of English and majors towards ChatGPT in developing their English.

The results demonstrated that ChatGPT is easy for the students to use and a helpful tool, especially when learning a new language; nevertheless, the views of the students on the general usability of the given tool are neutral. Furthermore, the students expressed a positive attitude towards using Chat GPT in language learning, with a negative attitude at a low level. On the other hand, AI lacks the capacity to mimic actual discursive practices and social interactions; it lacks human components and responses. This argument focuses on the inability of AI tools to perform genuine oral-mediated interactions, so they fail to capture the context that goes alongside face-to-face engagements with humans (Rukiati et al., 2023). (Dugosija, 2024) We also discussed several threats and limitations associated with using AI in the ELT context: ethical

issues such as data privacy and protected access to the AI toolkit and concerns about using AI equipment in writing assignments. Furthermore, there is a concern that technology will reduce personal intervention and the soft aspects of language learning, including cultural background, empathy, and social relations. Consequently, AI applications cannot efficiently replace discussions and conversations with native users or immediate classes with peers, English teachers, or tutors. Instead, they should be utilized to enhance these more conventional methods of conversation practice.

Alongside the prospective advantages, the utilization of ChatGPT also introduces several drawbacks and apprehensions. Students' perceptions of the use of ChatGPT in English language learning are an important aspect that needs to be studied. Thus, knowing how students perceive and use this technology to design sound, moral, and pertinent learning procedures tailored to user requirements is important. For this reason, this research is intended to identify the opportunities and limitations of employing ChatGPT AI in learning English from the student's point of view. Concerning the students' perception, it is hoped that a clearer insight into the strengths and weaknesses of ChatGPT AI in the context of ELT can be identified, and possible suggestions for enhancing AI technology in ELT courses in the future to enhance students' learning experiences.

The difference between this study and the previous studies is that some of the existing literature primarily addresses English major' learners, but this study focuses specifically on non-English majors, especially health science majors who have tight schedules and face unique challenges and motivations in learning English. By focusing on a relatively unexplored topic in prior literature and specifically targeting non-English major students, especially health science students, this study fills an important gap by capturing the difficulties and attitudes of such learners toward English language learning with the help of AI. Instead of focusing solely on the benefits of using ChatGPT, this study also critically evaluates the issues and perceptions, which can be valuable for educators and policymakers. The results will offer practical insights and suggestions for integrating AI in ELT in terms of theoretical and practical aspects and ethical concerns.

Literature Review

The Role of AI in Education

Integrating AI and education has changed traditional teaching and learning models by providing cutting-edge solutions for improving educational performance. AI application in education has had a substantial history since the 1960s when programs such as ELIZA were designed to emulate human dialogue. Over the years, AI has grown in different ways as a result of growing technology and as the need to make learning more personalized emerges. The new addition of machine learning and natural language processing has made AI advance from a rule-based system to something capable of producing human text. A current review by Labadze et al. (2023) related to the new developments such as LLMs, including ChatGPT, have taken even more improvements, enhancing the educational environment through interactions and flexible learning settings.

Currently, there are numerous uses of AI in education, and it continues to expand in many ways. AI applications are substantial in education, where learning, assessment, and administrative assignments are personalized. Leverage of services like AI chatbots as teaching assistants being imparted to the students in a virtual form, offering students prompt assistance and information. These tools increase student participation and reduce teachers' workloads more effectively (Grájeda et al., 2023). In addition, it is applied to learning management systems whereby it can inculcate and understand students' performance, thereby delivering personalized learning effectively and at the learner's preferred rate (Halkiopoulou & Gkintoni, 2024). The previous study by Sarwanti et al. (2024) investigated university language students' perceptions

of ChatGPT in higher education, revealing that a significant majority (89.2%) had used the tool primarily for writing assignments and self-learning.

Furthermore, COVID-19 has remarkably impacted the usage of AI in the education domain during distant and 'blended' learning (Adadi et al., 2021). Additionally, there is a shift towards utilizing AI instruments in online learning that help organize a considerable measure of clerical work, give feedback, and improve correspondence among teachers and students (Grájeda et al., 2023). This fast pace of AI adoption has made educators and researchers investigate its impact on teaching-learning processes, students' involvement, and the efficiency of the learning process. Although AI has significant promise, obstacles persist concerning its deployment and acceptability by educators and students. New concerns, such as data privacy, algorithm bias, and the digital divide have become crucial problems regarding the quality and distribution of AI supported learning opportunities (Nazer et al., 2023). Moreover, the efficacy of AI tools in educational efficacy is not definite and requires the continue investigation on how it affects students learning (Seo et al., 2021). A Study by (Hasanein & Sobaih, 2023) explores the drivers and consequences of ChatGPT use in higher education, revealing that students and faculty are motivated by factors like quick responses, ease of use, and assistance with assignments and language skills. But it also raises concerns about overreliance, which may hinder critical thinking and academic integrity.

ChatGPT and Language Learning

ChatGPT is the latest enhancement in natural language processing created by OpenAI, and is taking an upper hand in language learning. It is no longer just a text generator but can refer to a conversation, respond contextually, and help learners in multiple processes of language learning (Menon & Shilpa, 2023). The ability to understand text and generate human-like responses, ChatGPT can also help practice in the context of conversation interactions. The most recent research has pointed out the potential of AI chatbots such as ChatGPT to improving language skills through instant feedback and practice (Baskara & Mukarto, 2023).

A primary benefit of utilizing ChatGPT in language acquisition is its ability to provide personalized engagement. By relying on ChatGPT, the learner has the opportunity to adjust it according to their level and personal requirements, whereas traditional language learning is linked with the presence of certain curriculum and language level (Karataş et al., 2024). Additionally, it enables the student to enhance their practice language in a relaxed setting than the more formal contract classroom setting. In addition, 24/7 availability of ChatGPT for learners allows learners practice at their preferred time thus encourage self-paced learning and skills enhancement (Naamati-Schneider, 2024).

Besides conversation practice, ChatGPT can help learners in other related activities like be writing, grammatical, or expanding the vocabulary. Studies have also demonstrated that AI tools can assist writing improvement because the program provides instant help and corrections to students (Marzuki et al., 2023). However, through the provision of examples and, even, explanations regarding specific contexts, ChatGPT could prove immensely helpful in the processes of the learners' learning of a language, regardless of the topic's difficulty level.

Notwithstanding its prospective advantages, the integration of ChatGPT in learning foreign languages has its difficulty. Some risks considered include, the reliability of AI generated content and fear of proliferation of fake news (Park et al., 2024). Humans learn through consistent interaction with AI, becomes difficult to master key interpersonal skills such as empathy, or actual listening (Guingrich & Graziano, 2024). In this regard, is crucial to consider these issues when educators try to incorporate ChatGPT and other AI-based

applications to the language learning class curriculum and ensure whether these tools does not translate into a mere replacement of traditional language acquisition models.

Moreover, the ethical ramifications of employing AI in language acquisition must be evaluated. Data privacy, algorithms' prejudice, AI-generated content which is potentially rather provocative provoking new problems like stereotype reconstruction (Naamati-Schneider, 2024). Since the tools like ChatGPT and similar ones are being adopted in Education, teachers must scrutinize the generated content from the AI tools and have regulation policies in place. It is also important to help students recognize AI's weakness and awaken them to use other knowledge resources to supplement to access other knowledge sources in building up the rich detailed knowledge regarding language and culture. The research findings by Young & Shishido (2023) indicate that although most of the ChatGPT produced dialogues are typically appropriate for the elementary to intermediate level learner but the content is not challenging enough to advanced level learner. Additionally, using AI-generated dialogs comes into skepticism on the authenticity and cultural significance of the dialogues, as they may inadequately reflect the subtleties of genuine interactions essential for successful language acquisition.

The previous research and the current studies stress on the innovation aspect of AI primarily ChatGPT for improving learning experiences highlight both advantages and the issues. A significant difference lies in the specific focus of this current research on non-English majors, particularly health science students. Previous researches are mostly employing language learner or general university students, the insight of health science students as the subject of learning is not yet explored regarding their experience of using ChatGPT for language acquisition. Whereas the past reviews focus on the overall usage of ChatGPT in language learning, the current research focus is on the effectiveness of ChatGPT in facilitating English learning among health science students. Such attention uncover different experiences and issues that are not presented in research which targets language majors only. This research reveals the pedagogy–practicum specific for Health Science Education with the emphasis on the accurate medical terminology needed and the clients' communication skills, which may be less emphasized in general language acquisition studies. This could lead of considering how AI tools such as, ChatGPT could be better utilized by health science students.

Student Perceptions of Technology in Learning

Student perceptions are necessary to incorporate AI tools such as ChatGPT in LMS because it helps reveal how students interact with technology in their learning process. Previous theoretical theories in the field of technology acceptance like the Technology Acceptance Model (TAM) afford valuable information regarding the impression and acceptance of the students towards new technologies (Mugo et al., 2017). Perceived ease of use and usefulness are the key factors highlighted by TAM as major influencing elements of technology acceptance. Recent research have confirmed the significance of these traits in the realm of AI in education, suggesting that students are more inclined to adopt AI technologies when they view them as advantageous and user-friendly (Chan & Hu, 2023).

Factors affecting student views of AI tools transcend theoretical frameworks. It is apparent that learner characteristics create a great influence in students' perception and use of AI during learning like technological experience; digital literacy; and learners' learning preferences influenced their experience (Chan & Hu, 2023). Specifically, student perception levels would be higher and usage more engaged if students have higher digital literacy such as using AI tools like ChatGPT. On the other hand, the inexperienced students may speak of fear or even cynicism as to the role of AI in their learning process.

However, the introductory context also matters regarding students' perceptions of the AI tools available to them. The study shows that students will accept AI technologies which are incorporated into an environment that they are able to practice and experiment (Marrone et al., 2022). Teachers have a significant responsibility of developing such attitudes by supporting ideas, combating worrying thoughts and encouraging creativity in learning. If students engage in the discussions about the opportunities and risks of using AI, educators can increase students' understanding of these tools and make them more open to integrating these technologies into practice.

Research Methods

This research used descriptive qualitative approach to establish the students' attitudes towards the utilization of ChatGPT in learning English. Descriptive qualitative research is useful in shedding light on phenomena from the participants' standpoint and therefore can provide an information regarding the phenomenons and participants' attitudes towards them (Doyle et al., 2020). This approach is useful in educational research, as it helps the authors describe how students engage with tools based on AI and the consequences for their learning processes (Creswell & Creswell, 2018). This study aimed to uncover all the advantages and disadvantages of using ChatGPT in language learning while specifically targeting the perceptions of students.

In this study, descriptive qualitative design is implemented in its combination of interviews, questionnaires and focus group discussions as multiple sources of data collection that help increase validity within the research (Paradis et al., 2016). This methodological triangulation enables a broader assessment of students' experiences of using ChatGPT since it recognizes different dimensions of their experiences. Thus, by adopting a descriptive qualitative research design the study will seek to establish understanding on how best to implement AI tools in contexts where learning of languages occurs, for the benefit of educators and policymakers in particular.

The population of this study was STIKes Banyuwangi students majoring in health sciences who used ChatGPT in learning English, as many as 117 students. The sample was taken using a purposive sampling technique to ensure representation from various study programs, with the criteria that they use ChatGPT in learning English. The sample was 45 students (5 students from D3 of Nursing, 5 students from D3 of Pharmacy, 5 students from D-IV of Medical Laboratory Technology, five students from Bachelor of Midwifery, five students from Bachelor of Nutritional Science, 10 students from Bachelor of Nursing Class A, and five students from Bachelor of Nursing Class B). The most significant sample was taken from the Bachelor of Nursing because it has the largest student population among other study programs.

Concerning the demographic characteristics of the participants, they are diverse in age, gender, and academic achievements. Such diversity is needed to obtain broad impressions and experiences using ChatGPT for language learning. For example, gender, year of study, participant's experience in technology, and language learning were considered, making it possible to evaluate the impact of these factors on the perception of AI tools. Due to the variation among the participants, this study can improve the generalizability of the results within the context of health sciences education.

The instruments used were questionnaires, interviews, and documentation. The questionnaire, with several questions, obtained information about the student's perceptions concerning the advantages and disadvantages of using ChatGPT. The data were collected using Likert Scale (1-5) in order to determine the level of agreement or disagreement. However, open- and closed-ended questionnaires and 10 students were interviewed more extensively to understand the detailed experiences or perceptions of the students regarding the issue. Then, further data will be collected using documentation like notes and student

interviews regarding their experience using ChatGPT. Since the present study complied with validity and reliability, triangulation was adopted. Information from several sources or with different perspectives was gathered so that research results depended not on one method or data. This study used descriptive analysis to calculate frequency, percentage, and average on questionnaire data. It used thematic analysis to analyze interview data and establish themes and patterns that arise from students' interaction with ChatGPT.

Results

The questionnaire in this study has a crucial role in systematically collecting data regarding the perceptions of health major students regarding the use of ChatGPT in learning English. This data can provide an overview of how students perceive the benefits and challenges of this AI tool. Each statement in the questionnaire uses a Likert scale of 1 to 5, where: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. The reliability of the questionnaire was tested using Cronbach's Alpha with a value of 0.88. This questionnaire shows good internal consistency.

No	Statement	1	2	3	4	5
Benefits						
1	ChatGPT helps me understand English material.	4 (9%)	9 (20%)	5 (11%)	15 (33%)	12 (27%)
2	ChatGPT can help me expand my English vocabulary.	2 (4%)	5 (11%)	3 (7%)	18 (40%)	17 (38%)
3	ChatGPT can be used as a tool to practice speaking English.	9 (20%)	11 (24%)	7 (16%)	10 (22%)	8 (18%)
4	ChatGPT can provide constructive feedback on my English writing.	6 (13%)	8 (18%)	6 (13%)	14 (31%)	11 (24%)
5	ChatGPT provides clear and easy-to-understand explanations for learning English.	1 (2%)	2 (4%)	4 (9%)	16 (36%)	22 (49%)
6	ChatGPT can make learning English more fun.	6 (13%)	4 (9%)	5 (11%)	13 (29%)	17 (38%)
7	I am more motivated to learn English by using ChatGPT.	3 (7%)	5 (11%)	8 (18%)	14 (31%)	15 (33%)
8	I prefer learning English with the help of technology like ChatGPT over traditional methods.	5 (11%)	6 (13%)	2 (4%)	20 (44%)	12 (27%)
9	I feel more confident in using English after interacting with ChatGPT.	6 (13%)	5 (11%)	4 (9%)	14 (31%)	16 (36%)
10	ChatGPT provides easy access to a variety of English learning resources.	1 (2%)	2 (4%)	5 (11%)	17 (38%)	20 (44%)

11	ChatGPT allows me to practice English anytime and anywhere.	2 (4%)	4 (9%)	3 (7%)	17 (38%)	19 (42%)
12	ChatGPT helped me understand difficult English concepts and terminology.	6 (13%)	4 (9%)	4 (9%)	16 (36%)	15 (33%)
13	ChatGPT was able to answer my questions quickly and accurately.	7 (16%)	6 (13%)	1 (2%)	19 (42%)	12 (27%)
14	ChatGPT allows me to learn more flexibly and independently.	3 (7%)	8 (18%)	3 (7%)	14 (31%)	17 (38%)
15	ChatGPT can provide better explanations than teachers regarding English material.	14 (31%)	12 (27%)	10 (22%)	5 (11%)	4 (9%)
16	Overall, I am satisfied with my English learning experience using ChatGPT.	2 (4%)	2 (4%)	5 (11%)	15 (33%)	21 (47%)
17	I would recommend using ChatGPT as an English learning tool to my friends.	1 (2%)	2 (4%)	4 (9%)	18 (40%)	20 (44%)

Challenges

18	I am having difficulty understanding the responses given by ChatGPT.	10 (22%)	12 (27%)	6 (13%)	8 (18%)	9 (20%)
19	Sometimes, ChatGPT provides inaccurate or irrelevant information.	7 (16%)	10 (22%)	5 (11%)	12 (27%)	11 (24%)
20	I'm worried that relying too much on ChatGPT will hinder my critical thinking skills.	9 (20%)	10 (22%)	7 (16%)	12 (27%)	7 (16%)
21	I feel that ChatGPT cannot replace the learning experience gained from direct interaction with lecturers.	1 (2%)	3 (7%)	2 (4%)	23 (51%)	16 (36%)
22	I'm having trouble asking ChatGPT the right questions.	8 (18%)	12 (27%)	5 (11%)	9 (20%)	11 (24%)
23	I'm having technical difficulties (such as internet connection or device access) while using ChatGPT.	7 (16%)	10 (22%)	2 (4%)	12 (27%)	14 (31%)
24	Using ChatGPT sometimes makes me feel confused because of the large amount of unstructured information.	11 (24%)	8 (18%)	6 (13%)	10 (22%)	10 (22%)

25	I am concerned about the security of my personal data when using ChatGPT.	6 (13%)	9 (20%)	5 (11%)	12 (27%)	13 (29%)
26	I am having trouble finding a proper source to verify the information provided by ChatGPT.	7 (16%)	10 (22%)	4 (9%)	11 (24%)	13 (29%)
27	ChatGPT cannot understand complex contexts in English questions or conversations.	9 (20%)	11 (24%)	6 (13%)	10 (22%)	9 (20%)

Semi-structured interviews provide the researcher with more and better information concerning the students' understanding of AI in English learning. The semi-structured questions include the duration of students' usage of the GPT chat, the frequency, the participants' experience of using ChatGPT to learn English, the advantages and disadvantages, and the participant's recommendations and suggestions. The following are the results of interviews with 10 students:

(S1): *"I have been using ChatGPT for about 6 months. I use ChatGPT almost every day, especially to help me understand difficult lecture materials, such as English and to find example sentences. ChatGPT has been very helpful in understanding complicated grammar concepts. I just ask, and ChatGPT will provide an easy-to-understand explanation, complete with examples. Thus, there are cases in which the information provided does not give the details needed. In some cases, I've to seek information from other sources to cross-check the information I receive from ChatGPT."*

(S2): *"I started using ChatGPT about 3 months ago. I have often used ChatGPT to help me enhance my writing abilities and vocabularies. Sometimes I ask ChatGPT if I used a certain word correctly or needed to use another tense in my writing. ChatGPT also gives a lot of advice on how I could enhance my writing. However, ChatGPT cannot fully assume the role of the human tutor or lecturer. I think I still require some advice from the lecturer for that I consider getting more detail personalized feedback."*

(S3): *"I have only been using ChatGPT for two months and access it once or twice a week. I am still adapting the learning process of using ChatGPT but it has been of immense benefit. ChatGPT helps me complete my English assignments faster. However, I feel confused by the amount of information provided. Sometimes I feel trapped in a sea of information without knowing what is relevant. I recommend a feature to filter more relevant information according to user needs."*

(S4): *"I have been using ChatGPT for 7 months and use it 2-3 times a week. I also use it to practice with different types of questions in English. It helps me feel more prepared for exams. It is easy for me to get any type of resource. However, technical troubles occur from time to time, usually my internet connection gets cut while I am studying, it is somewhat inconvenient. I hope that the programmers of ChatGPT enhance the steadiness of the application to avoid interrupting the learning process. Nonetheless, I have fears of dependency. I know that using this ChatGPT makes me lazy to study."*

(S5): *"I have been using ChatGPT for three months and for the past two to three weeks I have been chatting with it at least twice a week. I feel that ChatGPT helps expand my vocabulary. Every time I encounter a new word, I immediately ask. However, sometimes I do not understand the answers given, particularly when the answer is reeled out in technicality. I desire an option for more straightforward explanations and a function to retain learned vocabulary for subsequent review."*

(S6): *"I've been using ChatGPT for 8 months and it is an essential tool I have daily. It is very useful in grasping concepts, especially very complex once. Whenever I come across a new topic, I immediately discuss it with ChatGPT. I also like the constructive criticism provided on the writings. However, sometimes the information provided is too general. I wish ChatGPT could give more sources for verification."*

(S7): *"I have been using ChatGPT for nine months, I use it three to four times a week. ChatGPT makes it easy for me to learn new vocabulary, grammar, and new materials. I can learn anywhere and anytime. However, ChatGPT sometimes does not understand complex contexts. At times, I need to elaborate more just to ensure that it gets my query so that it can generate the best response. There should be a feature for extra clarification behind challenging questions."*

(S8): *"I have been using ChatGPT for a year and a half and access it every day. I am exceedingly pleased with the learning experience. ChatGPT has improved all aspects of my English, from vocabulary, speaking to writing. I have realized that there are dissimilarities with the social norms so I get bored sometimes and the major disadvantage is no interaction with other humans. It would be nice to have a feature to interact with a human tutor, so that the importance of the social interaction element in the learning process is still emphasized."*

(S9): *"I have been using ChatGPT for 2 months and use it 3-4 times a week. At first, I just tried it to see how it worked, but now I use it to learn new vocabulary, and English materials that I often have trouble understanding. The main reasons using ChatGPT is because it helps me in improving my vocabulary. Still, I have a problem of asking appropriate questions. Sometimes I am confused about what to ask in order to get relevant answers."*

(S10): *"I have been using ChatGPT for five months and access it daily. I feel that learning has become more enjoyable. I am more motivated to learn English. However, sometimes, the answers given are not in-depth. I would like to get a more detailed explanation of some topics. I suggest that ChatGPT add an option to go deeper on certain topics."*

Discussion

The first table shows the advantages of ChatGPT, for which the responses exhibit a fairly positive attitude among students. 60% of respondents agreed or strongly agreed that ChatGPT helps them understand English material. It supports the findings by (Lin et al., 2023) that AI can improve understanding by delivering personalized support and instruction. Similarly, 78% of the respondents believed that using ChatGPT helps to develop their English vocabulary. This aligns with (Agnes & Srinivasan, 2024), who concluded that the active use of AI can successfully introduce new vocabulary in context and therefore enhance memory.

However, the responses varied regarding practicing speaking using ChatGPT, with only 40% of respondents agreeing. This means that, although the students perceive certain values in the written form of interaction, they may prefer conventional methods of speaking practice, in line with the findings by De Felice et al. (2023), which underscore the significant role of human interaction in language acquisition. The data shows that 55% of students believe ChatGPT provides constructive feedback on their writing. This is consistent with the view that AI can complement improving writing (Rahim et al., 2023) and emphasize that AI can provide instantaneous and personalized feedback.

85% of the respondents posited that ChatGPT offers a simple explanation of questions asked. This high level of agreement supports the literacy affordance of AI in breaking down challenging ideas, which have been highlighted in the current literature (Cox, 2024). The results also indicate that 64% of students feel more motivated to learn English with ChatGPT, and 67% feel more confident using English after interacting with the tool. This accords with the Technology Acceptance Model, as perceived usefulness alongside ease of use increases motivation (Mugo et al., 2017).

The second table concerns such issues encountered by students when using ChatGPT, providing a more intricate perspective. A notable 49% of respondents reported difficulty understanding the responses given

by ChatGPT. It shows a significant learning challenge, as (Lin et al., 2023) underscored the significance of clarity in AI-generated content. Also, 38% of learners stated that they doubt the credibility of information coming from ChatGPT. This concern in the literature is that a lot depends on AI, which may result in disinformation if users fail to critically assess the content (Momeni, 2024).

The results also reveal that 42% of students have concerns that overusing ChatGPT will reduce their critical thinking abilities. This information is in line with a study that recommends reliance on technology reduces analysis skills (Zhai et al., 2024). Respondents agreed 87% with the statement, 'ChatGPT cannot replace the learning forged from direct interaction with lecturers.' This underscores human factors in education, as Kukulska-Hulme insists that the role of the human interface in the learning process is effective.

38% of students said technical issues with engaging in ChatGPT may hinder learning. The current study highlights usable and reliable learning technology (Crompton & Burke, 2023). The implications are aligned with the recent research arguing the twofold role of AI in learning. For example, though ChatGPT AI can improve learners' learning experience through personalized feedback and learning materials, it brings concerns such as information credibility and over-dependency (Rukiati et al., 2023). The distress about reliance on AI may reduce critical thinking skills aligns with the study that address damaging effects of technology overuse in learning contexts (Alnasib & Alharbi, 2024).

The qualitative data obtained from the ten interviewed students which includes their consent experiences and perceptions in the use of ChatGPT in learning English. The feedback of each student reflects the strengths and weaknesses of this AI tool and include recommendations in the integration of the tool to language learning. The students' experiences with ChatGPT vary in terms of duration and frequency of use. For example, Student 1 (S1) has been using ChatGPT for six months and uses it almost daily and his main purpose for using the tool is to clear up misunderstandings and confusion about lectures and grammar. The frequent usage confirms the tool's significance as the extra supporting material on how to comprehend the complicated topics, which is consistent with (Duong & Suppasetsee, 2024) on the efficiency of the AI in giving the explanations precisely corresponding to the learners' needs. On the other hand, Student 3 who has been using the tool for only two months uses it relatively frequently, but states confusion due to the lots of information offered. This raises the issue which most of the user experience as pointed by (Karataş et al., 2024) that the overwhelming amount of information in cyberspace can cause cognitive overload.

Students S2 and S5 admit that they use ChatGPT in their learning process to improve their writing skills and broaden their vocabulary. S2 likes grammar and checking for writing, and S5 likes asking about new words to improve vocabulary. These results align with recent literature indicating how AI tools can assist language learners to improve their writing and vocabulary (Marzuki et al., 2023). However, both students demand more personalized feedback, suggesting that AI is valuable at helping with those tasks, but it cannot come close to human tutor's guidance (Lin et al., 2023).

The students worry that the use of ChatGPT includes reliance on the software. S4 posited this concern by saying that using the tool may create a tendency to study independently lazily. Similarly, S6 admits that AI's help must be combined with the more conventional study approaches. Research by (Zhai et al., 2024) reiterates that learners must actively participate in learning rather than depend only on logical tools. Moreover, interruptions in the learning process due to technical problems like instabilities with the internet connection that S4 described have to be controlled, pointing out that constant access to technology is crucial (Botelho, 2021).

Some of the students specifically wish for better features in ChatGPT. For instance, S3 offers a filtering option in response to an overwhelming volume of information, and S7 offers an option to give the user additional context to complex questions. These suggestions imply the calls for better interface designs with the input needs arising from individual differences, as noted by (Zhai et al., 2024). Additionally, S8 was pointing to the absence of human interaction, which remains one of the main problems of AI tools in education. She has learned the different aspects of English through ChatGPT. However, they can sometimes find it lonely to work without interacting with people. This accords with (Kurniawan & Indrawati, 2024) that the social learning environment plays a central role in language acquisition.

The interviews show that students admit ChatGPT increases their knowledge of the English language, yet they have some difficulties connected with information overload, dependency, and the absence of personalized feedback. These interviews provide the rationale for why there must be an equal blend of AI tools within the classroom teaching environment. From the data given by the students, further improvements in the efficiency of ChatGPT as a tool for learning a second language may be reached by following the recommendations suggested by the students. It would be important for technologies to enhance language education's teaching and learning and not eliminate the fundamental human aspects of teaching and learning.

Conclusion

The findings show that students consider ChatGPT beneficial for comprehending complex content in English, widening vocabulary, and enhancing writing abilities. The results revealed that the majority of participants had positive experience such as increased motivation, confidence in using English. While challenge mentioned include information overload, overdependence on the AI, and need for personalized feedback. This understanding emphasize the twofold role of AI in education, which means that its advantages and disadvantages should be considered. From AI perspective, it might be seen that in future the tools such as ChatGPT can be an important part of learning process which provides possibility of personalized and accessibility of language learning. However, all the same, face-to-face communication and conventional approaches should not be ignored since they are essential for cultivating critical thinking, analytical ability, and interpersonal skills. Future research should focus on exploring the long-term impacts of AI on language acquisition, investigating the effectiveness of hybrid learning models that integrate AI with conventional teaching, and examining the ethical implications of AI use in educational settings. By doing so, educators and researchers will better understand how to leverage AI to improve language learning without sacrificing balance, given a comprehensive educational approach.

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