

**EXPLORING THE IMPLICATIONS OF CHAT GPT AI AS LANGUAGE
LEARNINGS TOOLS TO SUPPORT STUDENT ENGLISH GRAMMAR
COMPETENCE**

THESIS

By
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**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
BANJARMASIN
2025 AD/ 1447 AH**

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COMPETENCE**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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**ANTASARI STATE ISLAMIC UNIVERSITY
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2025 AD/ 1447 AH**

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I, the undersigned, Muhammad Fabian Hidayat, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 07th April 2026

The writer,



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ABSTRACT

Muhammad Fabian Hidayat. 2025. Exploring The Implications of Chat GPT AI as Language Learnings Tools to Support Student English Grammar Competence Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Ridha Fadhillah, S. Pd., M. Ed.

Keywords: Implications, ChatGPT, Artificial Intelligent, Language Learning, Grammar

This study is motivated by the increasingly widespread application of Artificial Intelligence (AI) in education, which has positioned ChatGPT as a valuable tool for English language learning through interactive communication, personalized explanations, and immediate feedback. This study examines students' real-world experiences and investigates the implications of ChatGPT for the development of English grammar proficiency by using a narrative inquiry approach to understand the reflections and learning journeys of the students.

This study employs a qualitative approach using a narrative inquiry design. Data were collected through in-depth interviews of 5 student informants from the 2021 cohort of the English Language Education Program at UIN Antasari Banjarmasin, selected purposively based on their experience using ChatGPT. Data were analyzed using narrative analysis techniques, involving the stages of transcription, reduction, story construction, and systematic conclusion drawing.

Research findings indicate that students view ChatGPT as an accessible, interactive, and responsive English language learning tool that supports grammar learning through immediate feedback, tailored explanations, and flexible learning opportunities. Students reported improvements in comprehension, learning efficiency, self-confidence, and independent study practices. Additionally, ChatGPT contributes to the development of English grammar skills by improving grammatical accuracy, expanding vocabulary, and facilitating reflective learning. However, challenges related to overreliance, information accuracy, and reduced critical thinking highlight the importance of responsible and critical use of technology.

ABSTRAK

Muhammad Fabian Hidayat. 2025. *Exploring The Implications of Chat GPT AI as Language Learnings Tools to Support Student English Grammar Competence* Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Ridha Fadhillah, S. Pd., M. Ed

Kata kunci: Implikasi, ChatGPT, Kecerdasan Buatan, Pembelajaran Bahasa, Tata Bahasa

Penelitian ini dilatarbelakangi dengan semakin meluasnya penerapan Kecerdasan Buatan (AI) dalam dunia pendidikan telah menempatkan ChatGPT sebagai alat yang berharga untuk pembelajaran bahasa Inggris melalui komunikasi interaktif, penjelasan yang disesuaikan dengan kebutuhan individu, dan umpan balik langsung. Penelitian ini mengkaji pengalaman nyata para mahasiswa serta menyelidiki implikasi ChatGPT terhadap pengembangan kompetensi tata bahasa Inggris dengan menggunakan pendekatan penyelidikan naratif untuk memahami refleksi dan perjalanan belajar para mahasiswa.

Penelitian ini menggunakan pendekatan kualitatif dengan desain naratif. Data dikumpulkan melalui wawancara mendalam terhadap 5 informan mahasiswa dari angkatan 2021 Program Pendidikan Bahasa Inggris di UIN Antasari Banjarmasin, yang dipilih secara purposif berdasarkan pengalaman mereka dalam menggunakan ChatGPT. Data dianalisis menggunakan teknik analisis naratif, yang meliputi tahap transkripsi, reduksi, konstruksi cerita, dan penarikan kesimpulan secara sistematis.

Temuan penelitian menunjukkan bahwa mahasiswa memandang ChatGPT sebagai alat pembelajaran bahasa Inggris yang mudah diakses, interaktif, dan responsif, yang mendukung pembelajaran tata bahasa melalui umpan balik langsung, penjelasan yang disesuaikan, serta kesempatan belajar yang fleksibel. Mahasiswa melaporkan peningkatan pemahaman, efisiensi belajar, kepercayaan diri, dan praktik belajar mandiri. Selain itu, ChatGPT berkontribusi pada pengembangan keterampilan tata bahasa Inggris dengan meningkatkan akurasi tata bahasa, memperluas kosakata, dan memfasilitasi pembelajaran reflektif. Namun, tantangan terkait ketergantungan berlebihan, akurasi informasi, dan berkurangnya pemikiran kritis menyoroti pentingnya penggunaan teknologi yang bertanggung jawab dan kritis.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Syawal, 19th 1447 A.H
April, 08th, 2026 A.D

Writer

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