

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This study outlines the results of the analysis regarding the findings and implications of utilizing ChatGPT AI as a language learning medium in an effort to improve the English grammar proficiency of students in the 2021 cohort of the English Language Education Program at the Faculty of Tarbiyah and Teacher Training, UIN Antasari Banjarmasin. The researcher presents data obtained through in-depth interviews representative of all students.

This study focuses on two main questions. First, regarding students' perceptions and experiences in learning English grammar by utilizing AI-based ChatGPT as a language learning medium. The aspects examined include students' interest, motivation, attitudes or ethics of use, and aptitude in utilizing this technology. The second question examines the implications of using ChatGPT as a language learning tool on the development of English grammar skills. Through the interview results, this study is expected to provide constructive input for the development of ChatGPT utilization as a learning medium in the university environment, particularly in English language learning. During the interviews, the informants actively participated by sharing their views and answering the questions posed by the researchers. The data obtained provide a comprehensive picture of how they perceive the development of artificial intelligence technology, particularly ChatGPT, as well as the reasons behind its use as a learning resource in the digital age.

Additionally, these interviews reveal the impacts they have experienced after using ChatGPT in the learning process.

Through these findings, the researcher can identify the diverse perspectives emerging among the informants, while also gaining an understanding of the implications of using ChatGPT as a language learning tool in enhancing the English grammar skills of students in the 2021 cohort of the English Language Education Program at UIN Antasari Banjarmasin. These findings are subsequently analyzed and linked to the discussion in the research regarding the implications of ChatGPT as a language learning tool.

#### 1. Students' Experiences Using ChatGPT as a English Language Learning Tool

Based on the results of interviews conducted with five students from the 2021 cohort of the English Language Education Program at UIN Antasari Banjarmasin, it was found that all informants utilized AI based ChatGPT as a medium for language learning. The responses they provided were based on their individual personal experiences while using this technology in the learning process.

##### a. Experiences and Benefits of Use in Learning

All informants in this study stated that they utilized AI-based ChatGPT as one of their learning tools. This technology is used quite intensively in class activities, even almost every day, both on and off campus, as it can be accessed anytime and anywhere. As stated by AYR.

In the interviews conducted, the experience of using ChatGPT as a medium for learning English showed that this technology offers a learning process that is more practical, flexible, and responsive to students' needs. AYR revealed that ChatGPT helps accelerate understanding of the material, especially when he struggles to grasp language concepts or grammar usage. This is evident in the answer to the first question, where he explained that ChatGPT allows students to receive quick and immediate explanations when facing learning challenges.

*“Yes, it does. For me, it really helps because whenever I don't understand something, I can ask right away and get a clear explanation. It makes the learning process faster.”* (AYR, Q1, interview data)

AYR's opinion indicates that the experience of using ChatGPT is perceived as an immediate and unhindered question-and-answer process, thereby creating a more dynamic learning pattern.

A similar point was made by informant AD in (Q1), stating:

*“It helps students understand the material more quickly and clearly”* (AD, Q1, interview data)

AD's experience with ChatGPT is closely tied to the ease of understanding the material through quick and clear interactions.

HS's statement reveals that ChatGPT has the ability to detect and correct grammar, allowing students to understand the language errors they make and simultaneously learn correct sentence structures through the provided examples.

*“Yes, it helps because it can correct grammar and provide example sentences.”* (HS, Q1, interview data)

According to MFN, the use of ChatGPT is not limited to a tool for searching for information, but also has a broader function in supporting the learning process

*“Yes, exactly. AI really helps me in improving my understanding of learning English, such as grammar, vocabulary, tenses, and others.”* (MFN, Q1, interview data)

MFN shares the same opinion as the other informants regarding increased time efficiency in completing tasks.

*“Of course! AI has really helped me reduce the time it takes to complete my college assignments, because by using AI, tasks that initially took a long time to finish became faster and more efficient.”* (MFN, Q3, interview data)

MFN emphasizes that ChatGPT functions as a supportive tool that helps students organize ideas, understand material, and complete tasks in a more structured and systematic manner.

Just like HS, SBS states that using ChatGPT increases their chances of success in learning English.

*“Yes, I do feel that using ChatGPT increases my chances of success in language learning... Sometimes I understand the theory in class, but when I try to apply it in writing or speaking, I still feel confused. ChatGPT helps fill that gap.”* (SBS, Q1, interview data)

He explained that the learning process isn't always easy, especially regarding grammar and sentence structure. Even though he understands the theory in class, he often struggles when applying it in writing or conversation.

In general, the informants considered ChatGPT a quick solution when they had trouble understanding English material, particularly regarding grammar. This is reflected in AYR's response when explaining his main reason for using ChatGPT:

*"Mostly because it's practical. You can ask anything and get an instant answer, which is super helpful when you're stuck."*  
(AYR, Q4, interview data)

AD expressed a similar view:

*"The main reason students use ChatGPT is to support their learning activities by helping them understand materials, improve grammar, and complete assignments more efficiently."*  
(AD, Q4, interview data)

He emphasized that ChatGPT is not only for completing assignments but also plays a role in improving grammar comprehension through direct and easy-to-understand explanations. In this context, ChatGPT serves as a provider of immediate feedback that helps students identify and correct errors more effectively.

HS highlighted ChatGPT's function as a solution when facing learning difficulties:

*"It helps when I get stuck or don't understand the lessons or assignments from my lecturers."* (HS, Q4, interview data)

He noted that ChatGPT functions as a learning companion that is accessible at any time, especially when students need additional explanations to understand unclear concepts.

In terms of efficiency and accessibility, MFN explains:

*“There are several reasons why students choose ChatGPT as a language learning tool. First, it’s efficient using ChatGPT doesn’t cost much and is affordable. Second, ChatGPT can be easily accessed via cellphones, laptops, computers, and other devices. Third, ChatGPT is simple enough for many students to use.”* (MFN, Q4, interview data)

This statement confirms that cost, ease of access, and simplicity of use are key factors. In grammar learning, this enables students to study independently in various situations.

Additionally, SBS offers a perspective on academic pressure:

*“The main reason is practicality, in my opinion. ChatGPT is always available, easy to access, and fast. As a student, I often face deadlines, and academic pressure is a major source of my stress, so having a tool that can help me immediately is very helpful and saves so much time. Another reason is that ChatGPT feels more ‘approachable’ than textbooks or academic articles. The explanations are easier to understand and can be tailored based on how we phrase the question or in my native language, ‘Indonesian.’”* (SBS, Q4, interview data)

According to him, besides being practical and fast, ChatGPT is also considered easier to understand compared to conventional learning resources. The flexibility in language and explanation style makes it more user friendly for students, while also helping them manage academic pressure more effectively.

The use of ChatGPT as a medium for learning English, particularly in understanding and correcting grammar, is highly flexible in terms of time and place. Students can access it anytime and anywhere as long as they have a device and an internet connection. This is reflected in the following statements from informants:

HS said:

*“When working on college assignments, at home, in the library, or even in class, there is no need for a conducive environment; all that is needed is a device and an internet connection.”* (HS, Q8, interview data)

AYR said:

*“Honestly, anytime and anywhere at home, on campus, even while lying down. A super conducive environment isn’t really necessary as long as I can focus a bit.”* (AYR, Q8, interview data)

MFN said:

*“Oh, regarding the use of ChatGPT, students can use it anywhere, such as cafes, libraries, campuses, even at home or in dorms.”* (MFN, Q8, interview data)

They explained that ChatGPT is easily accessible and can be used spontaneously when students have difficulty understanding grammar. However, some informants also emphasized the importance of a supportive learning environment.

As stated by AD:

*“Students usually use ChatGPT at home, on campus, or in other comfortable places. A conducive environment is needed to*

*maintain focus while using ChatGPT as a language and grammar learning tool.” (AD, Q8, interview data)*

*“I usually use ChatGPT when I’m working on assignments, revising grammar, or preparing presentations. Most of the time, I use it at home or in my dorm, but sometimes I also use it on campus. A conducive environment helps me focus better, but ChatGPT itself is flexible. Even in less ideal situations, I can still use it quickly to check grammar or get ideas.” (SBS, Q8, interview data)*

Although ChatGPT is highly flexible, a conducive environment still helps improve students’ focus and learning effectiveness.

Furthermore, the use of ChatGPT is also influenced by the social and academic environment. Environmental factors encourage students to begin familiarizing themselves with this technology, as seen in the following responses from several informants:

AD said:

*“The environment plays a crucial role; a supportive environment, such as stable internet access and a comfortable learning atmosphere, encourages students to use ChatGPT effectively.” (AD, Q6, interview data)*

MFN said:

*“The environment is one of the factors influencing students’ use of ChatGPT for language and grammar learning. The growing adoption of AI technology offers solutions for students seeking to learn languages and grammar, as this process requires adequate technological support. In addition, many students rely more on AI in this day and age, so it is no wonder that the use of AI, one*

*of which is ChatGPT, has become very popular.” (MFN, Q6, interview data)*

Similar to AD and MFN, HS and AYR also stated:

*“The environment greatly influences the use of ChatGPT due to peer pressure... When many people around me use ChatGPT, I feel more motivated and encouraged to use it as a tool for learning language and grammar.” (HS, Q6, interview data)*

*“If people around us, friends or the campus environment use it a lot, we tend to follow suit. It also feels like something we should learn so we don’t fall behind.” (AYR, Q6, interview data)*

They said that the use of ChatGPT is driven not only by personal needs but also by peer influence and trends in the campus environment.

SBS said:

*“For me, the environment really influences how and why I use ChatGPT... When everyone around me talks about using ChatGPT to check grammar or understand assignments, it feels normal and acceptable... ChatGPT becomes a practical tool for my learning.” (SBS, Q6, interview data)*

He stated that the campus environment and peer interactions greatly influence his habit of using ChatGPT. When many other students also use ChatGPT, the use of this technology becomes the norm. Additionally, the heavy workload makes ChatGPT seen as a practical solution to aid the learning process.

*“Yes, my friends often suggest using ChatGPT... My response is generally positive, but I see ChatGPT as a supporting tool, not something to replace my own effort.” (SBS, Q10, interview data)*

Similarly, HS stated:

*“Yes, many of my fellow students use ChatGPT... ChatGPT provides concrete examples of benefits such as improving grammar, helping with paraphrasing, or providing assignment ideas.”* (HS, Q10, interview data)

AYR also said the same thing:

*“Yes, many of my friends suggested it... it really helps.”* (AYR, Q10, interview data)

From the informants’ statements, it is evident that recommendations from peers reinforce positive perceptions of ChatGPT, particularly in helping to improve grammar and providing writing ideas. However, interestingly, some informants still emphasized that ChatGPT is used only as a supporting tool, not a substitute for learning efforts.

The influence of instructors also plays a role in shaping patterns of ChatGPT use in English language learning, as seen in the following informant’s response:

AYR said:

*“Yes, some lecturers recommended it for checking grammar or brainstorming, ...”* (AYR, Q9, interview data)

HS said:

*“When lecturers allow or suggest the use of AI, students are more motivated to use it... but when lecturers prohibit it... I become more cautious.”* (HS, Q9, interview data)

SBS also said:

*“When lecturers emphasize independent learning and do not strictly forbid the use of digital tools, I feel more confident using ChatGPT.” (AYR, Q9, interview data)*

These statements confirm that lecturers’ attitudes directly influence the intensity of ChatGPT use by students.

The use of ChatGPT is influenced by internal and external factors, such as learning needs, the environment, peers, and lecturers. Its flexibility and ease of access make ChatGPT effective in aiding grammar comprehension, but it still needs to be used wisely so as not to diminish critical thinking skills.

It was found that students’ interest in using ChatGPT for English language learning, particularly grammar, is influenced by its interactive and flexible nature, as well as its ability to provide simple explanations and quick responses. As stated by SBS:

*“What makes me interested in ChatGPT is that it feels interactive. It’s not just a tool that gives fixed answers. I can ask follow up questions to clarify my confusion, or even ask the same question in a different way until I understand. This is different from grammar books or websites, which usually provide a single explanation without interaction. ChatGPT feels more flexible and responsive to my learning needs at that moment.” (SBS, Q7, interview data)*

He explained that ChatGPT supports two-way learning, allowing students to explore questions until they understand the grammar. This is an advantage over conventional media, which tend to be static.

Another informant also mentioned that ChatGPT's explanations are easier to understand and can be tailored to the user's needs.

AYR said:

*"ChatGPT feels more like talking to a real person. It explains things in a simple way and can adjust to how we ask. Other tools are usually more rigid."* (AYR, Q7, interview data)

Similar to AYR, AD said:

*"Students are interested in using ChatGPT because it is easy to access, provides quick responses, and offers more detailed explanations compared to other learning tools."* (AD, Q7, interview data)

Based on these findings, it is evident that ChatGPT's strengths lie in its ability to provide simple, adaptive, and responsive explanations, thereby facilitating a more contextual understanding of grammar.

Additionally, ease of access and efficiency are key factors in its appeal, as noted by HS and MFN:

*"It is easily accessible and free. It can also be customized to suit your language style."* (HS, Q7, interview data)

*"The thing that makes ChatGPT so attractive to students for language learning is that it is easy to use and provides quite detailed results... ChatGPT is a solution for students who have difficulty learning language and grammar."* (MFN, Q7, interview data)

They stated that ChatGPT meets students' needs for practical, fast, and easily accessible grammar instruction, while also serving as an adaptive alternative to conventional methods. Consequently,

students hope that ChatGPT can provide clear explanations, relevant examples, and corrections for grammar errors. This is reflected in the responses of the following informants:

AD, HS, and SBS said:

*“Students expect ChatGPT to provide clear explanations, relevant examples, and assistance in correcting language and grammar errors.”* (AD, Q5, interview data)

*“I get quick, clear, and easy-to-understand answers.”* (HS, Q5, interview data)

*“My expectations for ChatGPT are that it helps me understand grammar more clearly... I also expect it to correct mistakes and suggest better sentence structures...”* (SBS, Q5, interview data)

Their statements indicate that ChatGPT is not only expected to serve as a source of information but also as a tool that directly helps students improve their language structure. In this context, ChatGPT plays a role in supporting error correction and a more practical understanding of grammar. However, MFN emphasizes that excessive expectations can lead to unsatisfactory results.

*“...students sometimes have too high expectations... when the results are considered unsatisfactory, they will be disappointed...”* (MFN, Q5, interview data)

He stated that although ChatGPT offers various advantages, its use must still be accompanied by realistic expectations.

The use of ChatGPT has proven to help students complete their coursework, particularly regarding English grammar and writing. As stated by AYR, HS, and SBS below:

*“Yes, a lot. I use it for brainstorming, organizing ideas, fixing grammar, or asking for examples.”* (AYR, Q16, interview data)

*“It can explain difficult topics, provide example answers, improve writing structure, organize ideas...”* (HS, Q16, interview data)

*“It helps me understand assignment instructions, check grammar, and improve sentence structure. However, I still do the main work myself.”* (SBS, Q16, interview data)

As they mentioned, ChatGPT serves as a supportive tool, not a replacement for learning. Additionally, the learning experience it offers is fast and responsive through the instant feedback mentioned by SBS:

*“ChatGPT gives me immediate feedback... it corrects my mistakes and explains them directly... I can learn from my mistakes right away.”* (SBS, Q13, interview data)

HS also said:

*“Real-time grammar correction, step-by-step explanations...”* (HS, Q13, interview data)

Similarly, AD said:

*“ChatGPT provides... immediate feedback on assignments...”* (AD, Q13, interview data)

The responses from SBS, HS, and AD indicate that ChatGPT plays a significant role in providing immediate feedback, allowing students to quickly identify and correct grammar errors. This makes the learning process more efficient, as students do not have to wait for corrections from instructors and can learn independently and continuously.

In general, students' interest in ChatGPT is influenced by its interactivity, flexibility, ease of access, and its ability to provide explanations and immediate feedback. In grammar instruction, ChatGPT serves not only as a learning tool but also as an adaptive and responsive medium, thereby supporting more effective and independent learning.

b. Challenges

Although ChatGPT facilitates English language learning, interview results indicate the presence of challenges, particularly in achieving optimal grammar comprehension. These challenges are influenced by system limitations, user expectations regarding the quality of answers, usage methods, and students' ability to filter information. Therefore, the use of ChatGPT must be accompanied by a critical mindset to ensure it continues to support the learning process. Informants generally expect clear, accurate, and easy-to-understand explanations, as stated by AD:

*“Students expect ChatGPT to provide clear explanations, relevant examples, and assistance in correcting language and grammar errors.”* (AD, Q5, interview data)

AYR also expressed the same sentiment:

*“We usually expect clear, accurate answers that can help us understand the material, not make it more confusing.”* (AYR, Q5, interview data)

In addition, HS also said:

*“I get quick, clear, and easy-to-understand answers.”* (HS, Q5, interview data)

Their statements indicate that ChatGPT is expected to provide grammar explanations that are not only theoretically correct but also practically easy to understand. However, in some cases, the results provided do not fully meet expectations, as stated by SBS:

*“My expectations for ChatGPT are that it helps me understand grammar more clearly... even though sometimes the results don't meet my expectations because of the incorrect prompts I entered.”* (SBS, Q5, interview data)

He explained that the quality of ChatGPT's responses is heavily influenced by how students formulate their questions (prompts). Improper instructions can yield irrelevant answers, thereby posing a challenge in the learning process.

Additionally, MFN noted that overly high expectations can lead to disappointment:

*“Students sometimes set their expectations too high... when the results are deemed unsatisfactory, they become disappointed...”* (MFN, Q5, interview data)

He emphasized that although ChatGPT has many advantages, users need to maintain realistic expectations so as not to become overly reliant on the technology.

Another challenge arises regarding its impact on students' critical thinking skills, as noted in Q17 answered by HS:

*“As a student who uses it almost every day, especially when doing assignments, ChatGPT can improve understanding when used as a tool, but it can reduce critical thinking skills if you just copy without understanding.”* (HS, Q17, interview data)

*“... it influences my critical thinking... as long as it is used wisely.”* (AD, Q17, interview data)

*“I usually compare ChatGPT's suggestions with my own ideas... I do not accept everything automatically.”* (SBS, Q17, interview data)

Based on their statements, ChatGPT has two impacts on learning: it helps with quick grammar comprehension, but it has the potential to reduce critical thinking skills if used passively. Therefore, students need to remain active in evaluating and comparing information.

Furthermore, limitations in accuracy and information updates also pose challenges, as seen in the following informant's response:

*“It's quite accurate, but sometimes the information isn't fully up to date. So cross-checking is still necessary.”* (AYR, Q15, interview data)

*“ChatGPT can provide fairly accurate information, but sometimes has limitations regarding some of the latest data.”* (HS, Q15, interview data)

*“For grammar and language learning, ChatGPT is generally accurate in my opinion. However, I am aware that it has limitations, especially regarding very recent or specific*

*information. Because of that, I usually double-check important information using other sources.”* (SBS, Q15, interview data)

Their responses indicate that while ChatGPT aids in grammar learning, students are aware of its limitations, particularly regarding the latest and most specific information. Consequently, verification is a crucial step in its use.

Based on the interviews, the majority of informants emphasized improved understanding and learning efficiency. MFN noted that ChatGPT helps improve precision in grammar usage and critical thinking:

*“There are so many positive things I’ve gained from using ChatGPT for language and grammar learning, such as being more thorough in using grammar, developing critical thinking, achieving deeper learning, and improving learning efficiency.”* (MFN, Q11, interview data)

In line with this, SBS noted an improvement in grammar comprehension and faster feedback. He also felt more confident in writing and more independent without relying on instructors’ responses.

*“My understanding of grammar has improved, and I get feedback much faster than before. I also feel more confident when writing in English... I feel more independent because I do not always have to wait for feedback from lecturers.”* (SBS, Q11, interview data)

A similar statement was made by AD, who highlighted time efficiency and improved language skills. Meanwhile, HS and AYR noted that ChatGPT accelerates the learning process and facilitates the understanding of complex material.

*“The positive impacts I have experienced include a better understanding of learning materials, improved time efficiency in completing assignments, and enhanced language and grammar skills.”* (AD, Q11, interview data)

*“It speeds up the learning process and makes it easier to understand difficult material.”* (HS, Q11, interview data)

*“I learn grammar and vocabulary faster, get clearer explanations, and finish tasks more efficiently.”* (AYR, Q11, interview data)

All the statements made by the informants are interrelated, indicating a consistent pattern. Meanwhile, the informants are also aware of ChatGPT’s limitations. One of the main issues is the potential for excessive reliance, where AD and AYR believe that uncontrolled use can diminish independent thinking skills.

*“The negative impacts include the risk of dependency if it is overused and a possible decrease in independent thinking skills.”* (AD, Q12, interview data)

*“Sometimes the answers can be inaccurate. And if we rely on it too much, it might make us lazy to think on our own.”* (AYR, Q12, interview data)

SBS reinforces this by stating that dependency can lead users to accept information without verification, making a critical mindset and discussions with friends necessary.

*“There is also a risk of trusting the answers without checking them, so I try to stay careful... or discuss them with my friends.”*

(SBS, Q12, interview data)

Meanwhile, HS highlights the potential decline in critical thinking skills and the risk of plagiarism if ChatGPT is used without supervision.

*“It can make students overly dependent, reduce critical thinking skills if not used wisely, and lead to plagiarism”* (HS, Q12, interview data)

MFN also noted that reliance on ChatGPT can diminish motivation to seek out other learning resources, as well as the possibility of unsatisfactory results in certain situations.

*“...over-reliance on the results from ChatGPT... reducing my enthusiasm for learning through other learning resources... sometimes ChatGPT gives unsatisfactory results...”* (MFN, Q12, interview data)

## 2. Implications of ChatGPT AI Use on Students’ English Grammar Development

In the context of technology based English language learning, the use of ChatGPT as a learning tool not only provides easy access to information but also carries significant implications for the development of students’ grammar competencies. These implications are not merely related to technical improvements in learning outcomes but also touch upon the cognitive, affective, and behavioral aspects of students’ learning in understanding and applying language structures.

Based on interview findings, it is evident that the relatively high intensity of ChatGPT usage drives a transformation in grammar learning patterns, shifting from a reliance on conventional methods toward a more independent, interactive, and feedback-driven approach. Furthermore, the presence of ChatGPT contributes to shaping students' thinking, particularly regarding linguistic decision-making, error evaluation, and the development of more adaptive learning strategies.

These implications are dynamic and not entirely linear, as they are heavily influenced by how students utilize this technology whether as a tool for reflection and exploration, or merely as an instant source without a deep understanding process. Based on this, it is important to conduct a more comprehensive examination of how the use of ChatGPT impacts students' grammar development, both in terms of competency enhancement and the potential challenges that accompany it.

Regarding the intensity of use, students who regularly use ChatGPT tend to experience changes in their way of thinking and are faster and more adaptive in processing grammatical structures. SBS stated:

*"I use ChatGPT quite often... I usually compare ChatGPT's suggestions with my own ideas... I do not accept everything automatically"* (SBS, Q17, interview data)

This indicates that the use of ChatGPT encourages an evaluative approach to understanding grammar. Meanwhile, AYR remarked:

*"I think faster about alternative ideas, but I still try to use my own judgment."* (AYR, Q17, interview data)

AYR says ChatGPT speeds up the process of exploring sentence structures. On the other hand, HS highlights its dualistic nature.

*“...it can improve understanding when used as a tool, but it can reduce critical thinking skills if you just copy...”* (HS, Q17, interview data)

Thus, the implications depend on how it is used. This statement is reinforced by AD, who noted:

*“...it influences my critical thinking, attitude, and learning development, as long as it is used wisely.”* (AD, Q17, interview data)

And MFN adds:

*“...I always rely on ChatGPT; it affects my way of thinking... and improves the quality of my learning.”* (MFN, Q17, interview data)

This indicates that intensive use can improve the quality of grammar learning while fostering a disciplined approach to learning. This implication is further reinforced by statements from instructors and peers, which contribute to the legitimacy of using ChatGPT in grammar learning. MFN’s reliance on ChatGPT suggests a shift from tool-assisted learning to dependency, which aligns with concerns about reduced autonomy raised by HS. However, AD’s emphasis on “wise use” implies that student awareness mediates this effect. AD stated:

*“...makes me feel more confident and comfortable using ChatGPT...”* (AD, Q2, interview data)

Meanwhile, HS explains:

*“Lecturers sometimes allow it... peers encourage the use of AI as something normal and useful.”* (HS, Q2, interview data)

He explained that the academic environment's acceptance has led to increased student confidence in using ChatGPT. AYR also added:

*"...it makes us more confident to try it... when they show real examples..."* (AYR, Q2, interview data)

Meanwhile, SBS elaborated further,

*"...it feels like I'm not 'cheating,' but learning in a modern way... It becomes something normal..."* (SBS, Q2, interview data)

He indicated a shift in perception from a previously taboo practice to an accepted learning method. MFN echoed this sentiment:

*"...lecturers... suggest the use of ChatGPT with conditions..."* (MFN, Q2, interview data)

He revealed that this legitimacy is still accompanied by usage restrictions.

The direct influence of lecturers also shapes the implications of a more targeted use of ChatGPT. MFN stated:

*"...lecturers also use ChatGPT as a medium of learning..."* (MFN, Q9, interview data)

He mentioned the integration of technology into learning. SBS added:

*"...lecturers emphasize independent learning... encourage me to use ChatGPT responsibly..."* (SBS, Q9, interview data)

Thus, the implications point toward more reflective use. HS offers another perspective:

*"...when lecturers prohibit it... I become more cautious..."* (HS, Q9, interview data)

He noted that lecturers' regulations play a role in shaping students' caution. This statement was reinforced by AD and AYR:

*"...makes students more open to using ChatGPT"* (AD, Q9, interview data)

*"...recommended it for checking grammar... pushed me to use it more"* (AYR, Q9, interview data)

The statements they expressed indicate that faculty encouragement has implications for increased intensity of ChatGPT use in understanding grammar.

Peer influence further reinforces the implication of ChatGPT use as part of daily learning practices. AYR stated:

*"...many of my friends suggested it... it really helps"* (AYR, Q10, interview data)

Meanwhile, HS added:

*"ChatGPT provides concrete examples... improving grammar..."* (HS, Q10, interview data)

He noted that positive peer experiences accelerate adoption. AD also stated:

*"...I believe ChatGPT can support learning when used wisely..."* (AD, Q10, interview data)

Meanwhile, SBS emphasized the collaborative aspect,

*"...not just to copy answers, but to understand and improve our work."* (SBS, Q10, data wawancara)

His statement indicates that the use of ChatGPT is not only individual in nature, but also part of group discussions. This is reinforced by MFN,

*"...ChatGPT makes it easier... to complete various tasks..."* (MFN, Q10, interview data)

It highlights the implications for the efficiency of grammar-based tasks.

The overall learning environment also has significant implications for the use of ChatGPT, AD states:

*“...a supportive environment... encourages students to use ChatGPT effectively.”* (AD, Q6, interview data)

He emphasized the importance of facilities in supporting technology use.

AYR added,

*“...we tend to follow... so we don't fall behind.”* (AYR, Q6, interview data)

AYR's statement indicates a social pressure to adapt. SBS explains this in a more contextual way:

*“...using digital tools like ChatGPT feels natural... it becomes a practical support for my learning.”* (SBS, Q6, interview data)

This shows that academic demands drive the use of ChatGPT as a practical solution for understanding grammar. HS also highlights:

*“...a learning culture that demands efficiency...”* (HS, Q6, interview data)

Meanwhile, MFN states:

*“...the rise of AI... offers solutions... many students rely more on AI”* (MFN, Q6, interview data)

He implies that technological advancements have made ChatGPT an integral part of the language learning ecosystem.

ChatGPT provides the benefit of instant feedback, allowing students to learn in real-time without having to wait for evaluation from instructors.

As HS stated:

*“Real-time grammar correction, step-by-step explanations, and conversation simulations that feel like learning with a private tutor”*

(HS, Q13, interview data)

HS indicated that ChatGPT serves as a substitute for a tutor in providing direct and step-by-step grammar explanations. Similarly, AD noted:

*“...offering instant explanations and examples, as well as immediate feedback...”* (AD, Q13, interview data)

He emphasized that response speed is a key factor in accelerating the understanding of language structure.

AYR also stated:

*“I can send my writing... and get instant feedback. It feels like having a tutor who’s always available.”* (AYR, Q13, interview data)

He noted that unlimited access leads to more intensive grammar practice. Furthermore, SBS added:

*“...it corrects my mistakes and explains them directly... I can learn from my mistakes right away...”* (SBS, Q13, interview data)

He expressed the view that the immediate correction process helps students understand grammar errors contextually, rather than simply memorizing rules.

Meanwhile, MFN stated:

*“...provides a fun learning experience... correction of grammar writing errors”* (MFN, Q13, interview data)

The learning experience becomes more engaging and varied, thereby increasing student engagement in studying grammar.

This has a positive impact on the development of students' grammar skills. SBS remarked:

*“My understanding of grammar has improved... I get feedback much faster... I feel more confident...”* (SBS, Q11, interview data)

The speed of feedback impacts both improved understanding and confidence in using English. HS added:

*“It speeds up the learning process and makes it easier to understand difficult material”* (HS, Q11, interview data)

HS emphasized that ChatGPT is capable of simplifying complex grammar concepts. This was also reinforced by MFN:

*“...being more thorough in using grammar, critical thinking, deeper learning, and better learning efficiency.”* (MFN, Q11, interview data)

Based on this, the use of ChatGPT not only improves grammatical accuracy but also deepens the learning process.

AD states:

*“...better understanding... improved time efficiency in... enhanced language and grammar skills”* (AD, Q11, interview data)

Meanwhile, AYR adds:

*“I learn grammar and vocabulary faster... finish tasks more efficiently.”* (AYR, Q11, interview data)

They noted that ChatGPT impacts time efficiency, improves the quality of results, and accelerates the mastery of grammar.

However, the findings also indicate negative impacts, particularly regarding dependency and a decline in independent thinking skills. AYR stated that reliance on ChatGPT can reduce the initiative to think.

*“...answers can be inaccurate... it might make us lazy to think on our own.”* (AYR, Q12, interview data)

This aligns with AD’s view, who stated:

*“...risk of dependency... decrease in independent thinking skills.”* (AD, Q12, interview data)

And HS added:

*“...reduce critical thinking skills... and lead to plagiarism.”* (HS, Q12, interview data)

This indicates that uncontrolled use can have a negative impact on students’ cognitive processes.

MFN also stated:

*“over-reliance... reducing my enthusiasm for learning through other learning resources... sometimes ChatGPT gives unsatisfactory results.”* (MFN, Q12, interview data)

His statement suggests that over-reliance can hinder the exploration of other learning resources.

Meanwhile, SBS revealed:

*“...I might stop thinking deeply on my own... risk of trusting the answers without checking them.”* (SBS, Q12, interview data)

In this regard, SBS emphasizes the importance of critical thinking when using ChatGPT to avoid superficial understanding of grammar.

On the other hand, the use of ChatGPT also implies an improvement in students' grammar comprehension and vocabulary expansion. MFN stated:

*"...gained a lot of new insights... my grammar has improved... increased rapidly."* (MFN, Q14, interview data)

According to him, ChatGPT serves as a vast source of knowledge.

AYR adds:

*"...one question can lead to other insights..."* (AYR, Q14, interview data)

ChatGPT encourages deeper exploration of learning. This is

reinforced by AD:

*"...providing various explanations and information."* (AD, Q14, interview data)

As well as HS:

*"...new insights, new vocabulary, and easier-to-understand grammar explanations..."* (HS, Q14, interview data)

They mentioned that ChatGPT makes it easier to understand grammar concepts while expanding vocabulary. SBS also stated:

*"... learn new vocabulary, alternative expressions... understand the reasons behind grammar rules."* (SBS, Q14, interview data)

SBS said that students do not merely memorize, but also understand grammar more conceptually.

Overall, the use of ChatGPT has an impact on increasing the chances of success in English language learning. SBS explained in detail:

*“...ChatGPT helps fill that gap... I can immediately ask questions... makes me more confident... more familiar with sentence patterns... less intimidating.”* (SBS, Q1, interview data)

For him, ChatGPT bridges the gap between grammar theory and practice. MFN stated:

*“AI really helps me in improving my understanding... of grammar, vocabulary, and tenses...”* (MFN, Q1, interview data)

Meanwhile, HS adds:

*“...it can correct grammar and provide example sentences.”* (HS, Q1, interview data)

He emphasized ChatGPT’s practical functions in learning. AD also stated:

*“...helps students understand the material more quickly and clearly.”* (AD, Q1, interview data)

AYR added similarly:

*“...I can ask right away and get a clear explanation... makes the learning process faster.”* (AYR, Q1, interview data)

Thus, overall, this indicates that ChatGPT has implications for improving the effectiveness and success of grammar learning.

It can thus be concluded that the use of ChatGPT has implications for students’ English grammar learning that are comprehensive and multidimensional, encompassing cognitive, affective, and learning behavior aspects. ChatGPT has proven to help improve grammar comprehension accurately through instant feedback, boost self-confidence, and encourage independence and adaptive learning patterns. However, its use also presents challenges such as the potential for dependency and a

decline in critical thinking if not used wisely. Therefore, ChatGPT should be viewed as a learning tool whose effectiveness depends on the user's awareness and strategies, thereby supporting the continuous improvement of English language proficiency.

## **B. Discussion**

The researcher discusses findings related to the research questions, namely: (1) What are students' experiences regarding the use of ChatGPT AI as an English language learning tool? and (2) What are the implications of using ChatGPT AI on the development of students' English grammar skills? This discussion is linked to the theories used, with an explanation of each research question as follows.

### **1. Students' Experiences in Using ChatGPT AI as an English Language Learning Tool**

Students' experiences in utilizing ChatGPT as a medium to support English language learning indicate a substantial change shift in their learning patterns. These changes are primarily evident in the speed of understanding the material, ease of access, and the way they interact with learning resources (Dochia, 2024).

Students no longer rely entirely on conventional methods such as textbooks or one-way explanations from instructors, but are beginning to develop more independent learning strategies tailored to their individual needs. This is reflected in the responses to (Q1), as stated by AYR: *"I can ask right away and get a clear explanation... it makes the learning process*

*more efficient,*” indicating that the learning process becomes more responsive and less constrained by time. This statement aligns with AD’s remark that ChatGPT helps understand the material “*more quickly and clearly,*” thereby making the learning process more efficient and focused.

These findings align with Vygotsky’s (1978) theory of the More Knowledgeable Other (MKO), in which ChatGPT serves as a source of assistance that provides guidance and explanations when students encounter learning difficulties, such as a teacher, peer, or even a tool or technology that helps students understand tasks they cannot yet complete on their own (Vygotsky, 1978). Students’ ability to ask follow-up questions demonstrates a constructivist learning process, as understanding is built through active interaction. These findings also support the concepts of Adaptive Learning and Intelligent Tutoring Systems (ITS), which emphasize personalized feedback, continuous guidance, and learning support tailored to each student’s needs.

Additionally, students also feel that using ChatGPT provides a more practical and applicable learning experience, particularly when facing difficulties in understanding grammar or constructing sentences. In (Q4), AYR states that the main reason for using ChatGPT is its practicality: “*You can ask anything and get an instant answer, which is highly beneficial when you’re experience learning difficulties,*” emphasizing that this technology serves as a quick solution when learning obstacles arise. This is reinforced by HS in question (Q4), who noted, “*It helps when I get*

*stuck or don't understand the lessons,*" making ChatGPT an integral part of daily learning activities. AYR's statement aligns with the Immediate Feedback theory, which explains that ChatGPT allows students to receive quick responses (Fadillah & Saadillah, 2025) and assistance without having to wait for explanations from teachers or professors. This is supported by the Adaptive Learning and Intelligent Tutoring System (ITS) theories, which explain that ChatGPT can function as a virtual tutor that provides explanations tailored to the user's needs and level of understanding, as noted by HS.

In terms of interactivity, students' experiences show that ChatGPT can facilitate a more dynamic learning process compared to conventional methods. SBS noted in (Q7) that *"it feels interactive... I can ask follow-up questions... until I understand,"* indicating a continuous dialogue process in grasping the material. This approach provides a more personalized learning experience because students can tailor their questions to their specific needs. A similar sentiment was expressed by AYR, who felt that using ChatGPT *"simulates human like interaction,"* making the learning process feel more communicative and less rigid. SBS and AYR demonstrate that ChatGPT supports personalized learning, adaptive learning, and Intelligent Tutoring Systems (ITS). Its ability to ask follow-up questions to ensure understanding of the material reflects adaptive feedback and guidance akin to that of a personal tutor, while its human-like interaction experience highlights the role of RLHF in

generating natural and contextual responses (Fazira, 2024). These findings are also consistent with the concepts of CALL and MALL, which emphasize interaction, immediate feedback, and flexible learning.

Furthermore, in an academic context, ChatGPT also plays a crucial role in assisting with assignments, particularly those related to writing and grammar. In (Q16), AYR revealed, *“I use it for brainstorming, organizing ideas, fixing grammar,”* while HS added that ChatGPT can help *“improve writing structure and organize ideas.”* This indicates that ChatGPT’s functions are not limited to theoretical understanding but also extend to direct application in writing practice. Nevertheless, SBS emphasized that they maintain an active role in the learning process by stating, *“functions primarily as a supplementary tool rather than a replacement for independent effort,”* demonstrating an awareness that ChatGPT serves only as a tool, not a replacement. The results of the interviews conducted align with theories highlighting ChatGPT’s role in providing immediate feedback, adaptive support, and writing assistance. AYR and HS reported that they use ChatGPT to generate ideas, correct grammar, and draft texts, reflecting its function in improving writing skills at both the sentence and discourse levels. Meanwhile, SBS emphasized that ChatGPT serves only as a tool and does not replace personal effort, which aligns with the view that AI should complement, not replace, the learning process.

However, behind these various conveniences lie several challenges that impact students' learning experiences. One major obstacle relates to the quality of responses and user dependency. In (Q5), SBS revealed that ChatGPT's outputs do not always meet expectations: *"sometimes it doesn't come out as I expected due to the well-formulated prompts,"* indicating that the effectiveness of its use heavily depends on the ability to formulate questions. Additionally, AYR in (Q12) stated that *"sometimes the answers can be inaccurate... it might make us lazy to think,"* indicating a potential decline in independent thinking if used without proper oversight. This is further reinforced by HS, who noted that unwise use can *"reduce critical thinking skills,"* thereby potentially hindering the learning process, which should be constructive.

Despite the many conveniences it offers, the use of ChatGPT also presents several challenges in the learning process. SBS (Q5) noted that the results provided by ChatGPT do not always meet expectations because the quality of the responses is heavily influenced by the accuracy of the prompts given. This finding aligns with the Next-Token Prediction theory, which explains that a model's output depends on the context of the user's input. Additionally, AYR (Q12) and HS highlight the potential for inaccurate answers as well as the risk of diminished critical thinking skills due to overreliance on AI. This supports the theory regarding the limitations of LLMs, which can generate information that appears convincing but may not be accurate; therefore, user verification and

oversight are necessary to ensure ChatGPT functions as a support tool, not a replacement, for constructive learning.

Students also demonstrated an awareness of the need to remain critical of the information they obtain. In response to question (Q15), AYR emphasized that “*process of evaluation and verification,*” while SBS stated that they “*usually double check important information,*” indicating that the use of ChatGPT is not entirely passive but involves a process of evaluation and verification. In this regard, students are beginning to view ChatGPT as one of several learning resources that should be combined with others to achieve a more accurate understanding.

The findings from AYR and SBS align with the theories of ChatGPT’s limitations, ethical use, and critical thinking development. AYR’s statement that “*process of evaluation and verification*” and SBS’s habit of “*double checking important information*” indicate an awareness that ChatGPT may produce inaccurate information and therefore requires verification. This supports the theory that users should critically evaluate AI-generated content and use ChatGPT as a complementary learning resource rather than a sole source of information. Their responses also reflect the development of critical thinking skills through the processes of evaluation, comparison, and validation of information.

In general, students’ experiences in utilizing ChatGPT as a medium for English language learning demonstrate a shift toward more flexible, self-directed, and individually tailored learning patterns. The presence of

ChatGPT makes a tangible contribution to enhancing the speed of comprehension, ease of access to information, and interactivity in the learning process, particularly regarding grammar and writing skills. Students not only receive instant explanations but can also explore materials more deeply through ongoing dialogue, making learning more personalized and adaptive. Additionally, ChatGPT serves as a supportive tool for completing academic assignments in a more systematic and efficient manner. However, its effectiveness heavily depends on students' attitudes and how they utilize it. Challenges such as dependency, potential inaccuracies in information, and a decline in critical thinking skills are aspects that need to be anticipated. Therefore, the use of ChatGPT must be balanced with critical thinking, evaluation, and verification of information to ensure it continues to support a constructive learning process. Thus, ChatGPT can function optimally as a tool for English language learning if used wisely, actively, and proportionally.

The interview results indicate that ChatGPT plays a role in supporting English language learning by providing quick access to information, immediate feedback, and assistance in understanding grammar and completing academic assignments. The presence of ChatGPT encourages students to learn in a more flexible, independent, and effective manner. These findings align with research by Fazira (2024), which demonstrated improved information quality; Yunarzat (2024), who found increased learning motivation; and Husin (2025), who affirmed that

digital technology can enhance engagement and comfort in the learning process. Nevertheless, this study also identifies several challenges, such as the potential for dependency, a reduced tendency toward critical thinking, and the possibility of inaccurate information. Therefore, the use of ChatGPT must be balanced with the ability to evaluate and verify information so that its benefits can be maximized in supporting English language learning.

## 2. Implications of ChatGPT AI Use on the Development of Students' English Grammar Skills

The implications of ChatGPT use on grammar proficiency reveal a relationship between usage intensity, learning patterns, and the quality of comprehension. ChatGPT not only assists with language correction but also shapes how students construct, evaluate, and revise sentences systematically through immediate feedback. This is evident in how students utilize the immediate feedback feature as a tool for learning reflection. The use of ChatGPT implies an enhancement of metalinguistic awareness that is, students' ability to understand the rationale behind the use of specific grammatical structures, rather than merely memorizing rules.

SBS's statement aligns with the theories of Immediate Feedback, Metalinguistic Explanation, and Adaptive Learning. The assertion that ChatGPT immediately corrects and explains errors indicates that students not only receive the correct answer but also understand the reasoning

behind the correction. This process helps enhance metalinguistic awareness, the ability to understand and correct grammatical structures in a conscious, reflective manner tailored to each student's learning needs.

The implications of using ChatGPT are also reflected in the acceleration of the internalization process of grammar that was previously considered complex. Students tend to shift from a passive learning pattern toward an active and exploratory learning pattern, especially when they utilize ChatGPT to test various alternative sentence structures. This is reinforced by AYR's statement in (Q17), "*I think faster about alternative ideas...*," indicating that the use of ChatGPT fosters flexibility in thinking when constructing sentences. Thus, grammar skills develop not only in terms of accuracy but also in terms of variation and creativity in language use. On the other hand, HS in (Q13) emphasizes a significant technical aspect, namely "*real-time grammar correction, step-by-step explanations...*", which shows that ChatGPT provides a structured and tiered learning experience, resembling individual tutoring. This implies an improvement in students' ability to understand grammar patterns in a gradual and targeted manner. AYR demonstrates improved language exploration and creativity, while HS's findings show enhanced conceptual understanding of grammar through instant feedback and structured guidance. Together, these findings support the theory that ChatGPT functions as an adaptive learning system that resembles a personal tutor in grammar instruction.

However, these implications are not entirely linear, as the quality of grammatical development is heavily influenced by how students utilize ChatGPT. Reflective use such as comparing, evaluating, and modifying the provided results tends to result in a more profound improvement in competence. Conversely, instant use without adequate cognitive processing has the potential to foster dependency. This is implicitly reflected in HS's statement in (Q17), "*...it can improve understanding when used as a tool, but it can reduce critical thinking skills if you just copy...*", which emphasizes that the implications of usage heavily depend on students' active engagement in the learning process. In other words, ChatGPT is not merely a tool but also a medium that can either strengthen or weaken the quality of grammar learning, depending on the strategy of its use.

HS's statement in (Q17) aligns with the theories of Adaptive Learning, Intelligent Tutoring System (ITS), and Critical Thinking Development. These theories suggest that ChatGPT enhances grammar competence when learners actively engage with its feedback, explanations, and corrections. However, passive reliance on AI-generated answers may foster dependency and reduce critical thinking. Therefore, the educational value of ChatGPT depends not only on the technology itself but also on learners' reflective and responsible use of it.

Furthermore, the implications of using ChatGPT are also evident in the increased efficiency and intensity of grammar practice. Students can access explanations, examples, and corrections at any time, thereby increasing the frequency of interaction with language materials. This indirectly accelerates the process of habit formation in the use of correct language structures. As stated by AD in question (Q11), “...*improved time efficiency... enhanced language and grammar skills,*” indicating that time efficiency impacts not only task completion but also the quality of grammar mastery. In this context, ChatGPT acts as a learning catalyst that accelerates the learning cycle of understanding, applying, and evaluating.

Meanwhile, the affective implications cannot be overlooked, as students demonstrate increased confidence in using English. This is closely related to the availability of a learning space free from social pressure, allowing students to experiment with grammar without fear of making mistakes. As SBS stated in (Q1), “...*makes me more confident... more familiar with sentence patterns...*”, indicating that the use of ChatGPT helps reduce anxiety in language practice. Thus, grammatical development occurs not only in the cognitive realm but is also supported by a more positive emotional state.

Based on the findings, the researchers indicate that the implications of using ChatGPT on the development of students' English grammar skills are multidimensional, encompassing improved conceptual understanding, learning efficiency, flexibility of thought, and confidence in language (Lo,

2023). However, these implications still depend on the patterns of use adopted by the students. Critical, reflective, and purposeful use significantly strengthens grammatical competence, whereas passive use has the potential to hinder cognitive development. Therefore, ChatGPT needs to be positioned as a supportive tool that encourages active learning, not as an instant source that replaces the thinking process, so that it can make an optimal contribution to the sustainable development of students' English grammar skills.