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*Decolonize English at the Age of
Artificial Intelligence: Rethinking
Language, Literature, and Pedagogy*

The Use of ChatGPT in ELT Practices for University Students

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Abstract: The integration of artificial intelligence (AI) into education has created new opportunities for English language learning, particularly through the use of ChatGPT. This study investigated the use of ChatGPT in English Language Teaching (ELT) practices among fourth-semester students of the English Education Study Program at Universitas Islam Ahmad Dahlan Sinjai. Employing a quantitative descriptive approach, the study collected data from 20 students through a questionnaire and analyzed them using descriptive statistics. The findings showed that all measured aspects, namely Frequency and Purpose of Use, Perceived Benefits, Motivation and Engagement, and Challenges and Limitations, achieved high mean scores. The results indicate that students use ChatGPT regularly to support their English learning activities and perceive it as a useful tool for improving language skills, accessing information, and promoting independent learning. The study also found that students recognize the limitations of ChatGPT, including concerns related to information accuracy, dependency on AI, and academic integrity. Overall, the findings suggest that ChatGPT can serve as an effective supplementary tool in ELT practices when integrated responsibly and critically. The study highlights the importance of balancing the educational benefits of AI with the development of students' critical thinking and digital literacy skills.

Keywords: ChatGPT; Artificial Intelligence; ELT Practices; English Language Learning; Higher Education

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Introduction

The rapid growth of digital technology in recent decades has brought major changes to many areas of human life, including education, which is now more digital and connected around the world. The use of technology in the learning process is no longer just an extra, but has become an essential part of building a modern education system that is more flexible, interactive, and student-centered. Different innovations like Learning Management Systems, online learning platforms, and mobile-based apps have changed how teachers teach and students learn. Among the various developments, the rise of Artificial Intelligence (AI), especially in the form of generative AI, has become one of the most revolutionary innovations because of its ability to automatically and contextually create text, images, audio, and even interactive simulations. This technology not only speeds up access to information but also helps create a more flexible and personalized learning experience. In the context of English language learning or English Language Teaching (ELT), the presence of AI brings a lot of opportunities to improve the quality of learning. It can provide materials tailored to students' skill levels, offer instant feedback on language mistakes, and create conversation simulations that feel like real-life interactions. Besides that, AI also

helps improve educational access for different groups, including those with geographic or resource limitations, making language learning more inclusive. So, integrating AI into ELT doesn't just change the way teaching is done, but also leads to a more effective, efficient, and learner-centered approach to learning (Crompton et al., 2024; Oladele Jegede, 2024).

One type of Artificial Intelligence (AI) that is becoming more widely used in education is ChatGPT, a chatbot based on a large language model developed by OpenAI. ChatGPT was designed to understand and produce natural language in a meaningful way, allowing for interactions that feel like real human communication. This technology works by taking in the user's language input and giving back a relevant, coherent, and adaptive response based on the conversation context (Shoufan, 2023; Tossell et al., 2024; Xiao & Zhi, 2023). In English language learning practice, ChatGPT can be used for various purposes, such as explaining grammar rules, enriching vocabulary, helping with essay writing, creating dialogues, and even simulating everyday conversations in English that are close to real-life situations (Mahapatra, 2024; Shaikh et al., 2023; Teng, 2024). In addition, ChatGPT can provide immediate feedback on language mistakes made by learners, which helps improve their linguistic awareness and speeds up the process of correcting errors. ChatGPT's ability to adjust its responses based on the user's skill level makes it a powerful tool for creating a more interactive, personalized, and adaptable learning experience. So, the presence of ChatGPT isn't just about getting information; it also acts as a learning partner that can help make the process of learning English more effective and creative.

In the field of English Language Teaching (ELT), the use of Artificial Intelligence (AI)-based technology has become a topic that is being studied and discussed more and more in recent years. This is because there is a growing need for learning methods that are more effective, adaptable, and focused on the individual needs of learners. AI is seen as having great potential to improve language learning, especially because it can provide instant feedback, speed up the evaluation process, and help learners identify and understand their mistakes on their own, without always needing a teacher's presence (Jiang, 2022; Zou et al., 2023). This definitely has a positive impact on learner autonomy and helps speed up the process of improving language skills. A study by (Lo et al., 2024) in their systematic review shows that using ChatGPT in English language learning can help develop various language skills, especially writing and reading, as well as critical thinking abilities through dynamic, contextual, and responsive interactions. This interaction allows students to actively participate in the learning process, such as discussing, asking questions, and exploring ideas more deeply. Besides that, the presence of AI also helps create a more flexible and inclusive learning environment, where students can access learning materials anytime and anywhere according to their own needs and learning pace. So, integrating AI into English language teaching doesn't just make learning more efficient, but also helps create a more personal, interactive, and sustainable learning experience.

At the university level, using ChatGPT is becoming more relevant because academic requirements now require students to develop critical thinking, academic writing skills, and effective communication in English, which are part of global competencies. In this context, ChatGPT can act as a learning helper that supports students in completing various academic tasks in a more independent and focused way. Students can use ChatGPT to explore ideas while writing, organize essay outlines, improve sentence structure, and better understand complex language concepts through simpler and more contextual explanations. Also, interactive and non-judgmental responses allow students to practice without fear of making mistakes, which is often a barrier to language learning. Research conducted by (Mabuan, 2024) shows that using ChatGPT in English language teaching helps students with technical aspects of the language, like grammar and vocabulary, and also helps build their confidence in using English actively. This shows that ChatGPT is not just a technical tool, but also a facilitator that can create a more supportive, flexible, and empowering learning experience for students in developing their language skills comprehensively.

Although ChatGPT offers several benefits for learning English, its use in English Language Teaching (ELT) also raises some challenges and debates that cannot be ignored. One of the main issues that is often pointed out is the risk of students becoming too dependent on technology. In the long run, this can weaken their critical thinking skills and independence in learning if they don't use it wisely. When students rely too much on ChatGPT to finish their assignments, there's a risk that important thinking skills like analyzing, evaluating, and forming ideas may not develop properly. In addition, the use of ChatGPT has raised serious concerns about academic integrity, especially regarding plagiarism and originality of work, because the text generated by AI can be easily used without sufficient reflection

or understanding from students. This requires clear rules and guidelines for using AI technology in the academic environment. A study by (Dewi, 2025) shows that although AI has great potential as an effective learning tool, its use should be balanced with strong ethical understanding and digital literacy to prevent it from being misused. Therefore, it is important for educators to not only introduce this technology as a helpful tool but also equip students with the ability to use AI in a critical, reflective, and responsible way, so that the technology can truly support the learning process without compromising academic values.

Besides the various opportunities and challenges that have been identified, there is still a fairly significant gap in research about how ChatGPT is actually used in everyday learning practices, especially by students as the main users in the context of higher education. So far, most studies have mainly focused on the potential, effectiveness, and user perceptions of AI technology. However, research that deeply explores real experiences, usage strategies, and interaction dynamics between students and ChatGPT in authentic learning situations remains quite limited. Even though it's important to have a full understanding of how this tool is used, it's crucial to evaluate how well the technology actually supports the learning process, rather than just using it as a superficial aid. By looking into how students use ChatGPT to finish assignments, improve language skills, and deal with learning challenges, researchers and educators can better understand the benefits, limitations, and possible risks that come with using this tool. In addition, practice-based research can help in developing more suitable teaching strategies, including effectively integrating AI into the ELT curriculum. Therefore, research focusing on real user experiences is very important to bridge the gap between theory and practice, and to make sure that using ChatGPT in learning truly matches the educational goals that are being aimed for.

Based on that background, this research aims to thoroughly explore the use of ChatGPT in the practice of English Language Teaching (ELT) among university students. The main focus of this research is to understand how students actually use this technology in their everyday learning activities, both in academic tasks and in developing language skills on their own. This study puts students at the center by exploring their real experiences when using ChatGPT. It looks into how they use the tool, how often they use it, and the specific situations where they find it most helpful. This approach is expected to give a more realistic picture of the role ChatGPT plays in the process of learning English in higher education settings.

In more specific terms, this research will examine different ways that students use ChatGPT, such as helping with essay writing, understanding grammar topics, expanding their vocabulary, and even practicing English conversations. Besides that, this research also aims to identify the benefits experienced by students, such as improved language understanding, more efficient studying, and increased confidence in using English. On the other hand, this study also acknowledges various challenges that may arise, such as the possibility of becoming too dependent on technology, difficulties in verifying the accuracy of information, and ethical issues related to using AI in an academic setting. This study aims to present a balanced view of both the potential and the limitations of using ChatGPT in English language teaching.

This research is expected to make a meaningful contribution both in theory and in practice. In theory, this research can add valuable insights to the study of integrating Artificial Intelligence into language learning, especially by providing real-world data based on actual user experiences. Meanwhile, in practice, the findings of this research are expected to serve as a reference for educators in designing more innovative, adaptive, and context-appropriate learning strategies that align with the current development of digital technology. This research is also expected to help educational institutions develop better policies on using AI in learning. This way, technologies like ChatGPT can be used effectively while still considering ethical issues and academic integrity.

Literature Review

Artificial Intelligence in English Language Teaching

The development of Artificial Intelligence (AI) in the education field has become one of the most significant technological changes in recent years. Artificial intelligence is no longer only used in industries or information technology, but it is also starting to be included in teaching processes across many different fields, including English Language Teaching (ELT). In language education, AI provides a more flexible, personalized, and interactive learning approach because it can automatically respond to users' needs. This technology allows students to have a more independent learning experience by giving

them quick access to information, practice activities, and assessments. The presence of AI also shows a shift in modern education from teaching-centered learning to a more student-centered approach (Jiang, 2022; Son et al., 2025; Wei, 2023).

In practical ELT settings, AI can be used for various teaching purposes, such as helping with grammar practice, improving pronunciation, providing conversation simulations, giving feedback on writing, and assisting in the development of teaching materials. (Lo et al., 2024) explain that AI based on generative technology has great potential to support language learning because it can help improve reading, writing, speaking, and listening skills in a more interactive way. AI technology also allows students to get immediate feedback without having to wait for a teacher's evaluation, making the learning process more efficient and better suited to each student's needs. In addition, AI is seen as able to create a more inclusive learning environment because students can learn at their own pace and in their own learning style.

The use of AI in language learning is closely connected to the idea of self-directed learning. Students learning English need regular and repeated practice to develop their language skills as much as possible. Thanks to AI, students can practice whenever and wherever they want without relying completely on formal classes. This technology helps students access extra learning materials, get simpler explanations, and check their own language skills on their own. According to (Ogunleye et al., 2024), using generative AI in higher education can help students become more independent in their learning because this technology offers quick and flexible access to learning support. However, the study also highlights the importance of supervision and regulation in the use of AI to ensure that the technology supports the learning process, rather than replacing students' own thinking.

Even though AI offers many benefits for learning English, using it in English language teaching also comes with some challenges. One of the main challenges is the problem of accuracy in the information produced by the AI system. In some situations, AI can produce information that is not entirely accurate or appropriate for the context. In addition, excessive use of AI can lead to a decrease in human interaction during the language learning process. Even though, language is basically a social communication tool that requires real interaction practice. (Lo et al., 2024) emphasize that the use of AI in ELT is positioned as a supportive tool for learning, not a replacement for the role of teachers or social interactions in the classroom. Another common topic that is often discussed is the issue of ethics, data privacy, and students' reliance on AI technology.

ChatGPT in Language Learning

One of the most common ways AI is being used in education today is through ChatGPT. ChatGPT is a chatbot based on a large language model developed by OpenAI, designed to understand and produce natural language in a contextual way. This technology allows users to interact in a way that feels like a real conversation, creating a more communicative and dynamic learning experience. Since it was introduced at the end of 2022, ChatGPT quickly gained attention in the education field because of its ability to help with various academic activities, including learning English. Students are starting to use ChatGPT to get explanations on course material, improve their writing, translate texts, and practice their English speaking skills (Lo, 2023; Shaikh et al., 2023; Xiao & Zhi, 2023).

In the context of English language learning, ChatGPT has various functions that support the development of language skills for students. This technology can help with writing essays, fixing grammar mistakes, giving sentence examples, organizing dialogue, and explaining difficult language concepts. (Lo et al., 2024) say that ChatGPT can provide personalized and responsive learning interactions, allowing students to have a more active learning experience compared to traditional learning methods. Students are not just passively receiving material, but they can also discuss, ask questions, and explore ideas more freely through interaction with AI.

In addition to helping develop technical language skills, ChatGPT is also believed to boost students' motivation and involvement in the learning process. Many students feel more comfortable practicing English with AI compared to speaking directly in class because they aren't afraid of making mistakes. This situation helps students feel more confident when using the target language. (Mahapatra, 2024) discovered that using ChatGPT as a tool for formative feedback has a positive impact on the writing skills of ESL students, especially in areas like grammar, organization of ideas, and the coherence of their writing. The study shows that students who used ChatGPT saw an improvement in the quality of their writing compared to before they used the technology.

In addition, using ChatGPT also supports practical learning and communication simulation. A study by (Cha et al., 2024) found that integrating ChatGPT into English presentation practice helps students get real-time feedback on pronunciation, presentation structure, and language use. This technology allows students to practice repeatedly without always needing to rely on a teacher. Therefore, ChatGPT can create a more flexible learning environment that supports students in developing their communication skills on their own.

However, using ChatGPT in language learning also raises several concerns. One of the most commonly discussed issues is the potential for students to become reliant on AI when completing academic tasks. Because ChatGPT can create text quickly and reasonably well, students might be tempted to use the AI's output directly without understanding the thinking process behind it. This can affect the decline of students' critical thinking and creativity abilities. Another issue that arises is related to academic integrity, such as plagiarism and the originality of students' written work. Teachers in the education community are starting to worry about how much students are using ChatGPT for their schoolwork. They find it hard to tell the difference between writing that's done by a real person and writing that's created by AI.

ELT Practices in Higher Education

Teaching English at the university level is more complex compared to other education levels. Students are not only expected to understand basic grammar and vocabulary, but they must also be able to use English in academic and professional contexts. They need to improve their academic writing skills, critical thinking, presentation abilities, participation in scientific discussions, and understanding of various academic texts in English. Therefore, the process of learning English in higher education requires a more flexible, interactive approach that can accommodate the diverse needs of students (Hyland, 2022).

In this context, the use of digital technology has become an important part of modern ELT practices. The integration of AI, such as ChatGPT, offers students new opportunities to get learning support outside the classroom. (Song et al., 2024) explain that using ChatGPT in higher education provides a more personalized and flexible learning experience because students can use it according to their own needs. Students can get help with understanding material, developing writing ideas, and practicing English communication skills on their own. This technology also helps students who have limited time or low confidence in participating in English language classes in person.

Besides that, integrating AI into higher education also shows how learning needs are changing in the digital age. Today's students live in an environment that is very close to technology, so learning approaches that use technology are often more relevant and interesting to them. Using ChatGPT can boost student participation in the learning process because this technology approach offers quick, easy access, and is relatively familiar to today's digital generation. Even some studies show that students use ChatGPT not just to finish assignments, but also as a tool to explore ideas and practice language on their own.

Even so, using ChatGPT in higher education ELT practices still needs proper supervision and effective strategies. One of the biggest challenges is making sure that technology doesn't replace the learning process itself. In some cases, students tend to use AI just to finish their tasks quickly without really understanding the material they are studying. Therefore, teachers play an important role in guiding students to use AI in a critical, ethical, and responsible way. AI should help students improve their thinking and language skills, not just be a shortcut for completing academic tasks.

Previous Studies on ChatGPT in ELT

Since its release, ChatGPT has become one of the most widely studied topics in education, especially in the field of English language teaching. Many researchers are interested in looking into how this technology is used in language learning and how it affects students' learning experiences. Most research shows that ChatGPT has a lot of potential to improve the effectiveness of learning English, especially in areas like writing skills, building vocabulary, and giving instant feedback.

(Lo et al., 2024) conducted a systematic review of various empirical studies and found that using ChatGPT in English language learning tends to have a positive impact on students' engagement and motivation to learn. Students find it easier to get help with their studies, understand the material, and

improve their language skills by interacting with AI. This technology also helps create a more interactive and personalized learning experience compared to traditional teaching methods.

Even though previous research has shown many benefits, there are still some research gaps that need to be explored further. Most studies so far have focused on how students perceive or might use ChatGPT, but research that looks at real experiences of students using ChatGPT in their everyday learning activities is still not very common. Besides that, issues like ethics, academic integrity, and dependence on AI have become important concerns in recent research studies. Therefore, this study aims to provide a better understanding of how students use ChatGPT in ELT practices, including the benefits and challenges they face during the learning process

Research Method

Research Design

This study uses a quantitative approach with a survey method to explore the application of ChatGPT in the practice of English Language Teaching (ELT) among university students. The quantitative approach was chosen because this study aims to gather measurable data on how students use ChatGPT in their English language learning process, as well as to identify their perceptions of the benefits and challenges of using this technology. According to (Sugiyono, 2020), quantitative research is a method used to study a specific population or sample by collecting data through research instruments, and then analyzing it statistically to test hypotheses or describe a particular phenomenon objectively.

A survey method was used because this research focuses on collecting data from respondents through questionnaires or questionnaires. This technique is considered effective for gathering information about students' experiences, perceptions, and habits in using ChatGPT as a learning aid for English language study. In addition, survey methods allow researchers to collect data from a relatively large number of participants in a more efficient amount of time. In educational research, surveys are often used to measure students' attitudes, perceptions, and experiences regarding the use of learning technology (Creswell, 2014).

This study is quantitative and descriptive because it aims to describe the phenomenon of using ChatGPT in ELT practices without applying any specific treatment or experiment to the respondents. The main focus of this research is to find out how much students use ChatGPT in their English language learning activities, the benefits they experience, and the challenges they face while using this technology.

Research Participants

The subject of this research is fourth-semester students in the English Language Education program at Ahmad Dahlan Islamic University in Sinjai. The selection of fourth-semester students is based on the consideration that they have already gained sufficient experience in learning English at the university level and are beginning to get used to using various digital technologies in their learning process. In addition, fourth-semester students are considered to have taken several language courses such as writing, speaking, reading, and grammar, making the use of ChatGPT in learning more relevant to observe.

The sampling technique used in this research is purposive sampling. According to (Sugiyono, 2020), purposive sampling is a technique for determining samples based on specific considerations in line with the research objectives. In this study, the sample was selected based on specific criteria, which included fourth-semester students majoring in English Education who have previously used ChatGPT in their English language learning activities. This technique was chosen because not all students have direct experience using ChatGPT in their studies, so the researcher needed to select respondents who are truly relevant to the research focus.

The number of respondents in this research was adjusted based on the number of students who met the research criteria and were willing to fill out the questionnaire. By using purposive sampling, the research aims to collect more specific data that matches the study's goals regarding the use of ChatGPT in ELT practices.

Research Instrument

The main tool used in this research is a questionnaire or survey. A questionnaire is used to collect data about students' experiences, perceptions, benefits, and challenges in using ChatGPT for English

language learning. According to (Sugiyono, 2020), a questionnaire is a data collection technique where a set of written questions or statements is given to respondents to answer. Using questionnaires in quantitative research is considered effective because they help collect data in a systematic way and make statistical analysis easier.

The questionnaire in this research was prepared using a five-point Likert scale, which is:

1 = Strongly disagree,

2 = Disagree,

3 = Neutral,

4 = Agree, and

5 = Strongly agree.

The Likert scale is used to measure how much students agree or disagree with statements about using ChatGPT in English language learning. The questions in the survey cover several aspects, such as how much ChatGPT is used, the benefits of using ChatGPT to improve English language skills, students' motivation to learn, how easy ChatGPT is to use, and the challenges or obstacles they face.

Before being used in the research, the questionnaire was first checked to make sure the language was clear and the content matched the research purpose. The creation of the questionnaire items also refers to previous research related to the use of AI and ChatGPT in language learning (Lo et al., 2024; Mahapatra, 2024). So, the research tools are expected to produce data that is accurate and relevant to the research focus.

Data Collection Procedure

The data collection process was carried out by distributing questionnaires either in person or through digital platforms such as Google Forms. Online questionnaires were chosen because they are more convenient and make it easier for respondents to access and complete the survey whenever they want. Before filling out the questionnaire, respondents are first given an explanation about the purpose of the research and assurance that the data provided will only be used for academic purposes.

Data collection is done over a certain period of time until the desired number of respondents is achieved. During the data collection process, the researcher also made sure that the respondents truly met the research criteria, which were students in their fourth semester of the English Language Education program who had previously used ChatGPT in their English language learning.

Data Analysis Technique

The data collected from the questionnaire was analyzed using quantitative descriptive analysis techniques. Descriptive analysis is used to describe the research results in the form of percentages, averages, and the distribution of respondents' answers to each statement in the questionnaire. According to (Sugiyono, 2020), descriptive analysis aims to describe or portray the data as it is, without intending to make broader generalizations.

The analysis results are then presented in a table and a narrative explanation to make them easier to understand. Through this analysis, researchers can see the trends in how students perceive the use of ChatGPT in ELT practices, including the benefits and challenges they face while using this technology in English language learning.

Finding (s)

This research was conducted to look into how ChatGPT is being used in teaching English among fourth-semester students in the English Education program at Universitas Islam Ahmad Dahlan Sinjai. A descriptive statistical analysis was done on four key areas: how often and why the tool is used, what benefits people think it offers, what motivates them to use it and how engaged they are, and the difficulties and limitations they face.

The descriptive statistics showed that all areas had average scores higher than 3.40, which means most people agreed that ChatGPT is useful in teaching English as a second language. These results show that ChatGPT is now a common and important tool that many university students use to help with their studies.

Table 1. Results of the study.

Indicators	Mean	Median	Mode	Std.Dev	Varian	Min	Max
Frequency And Purpose	3,63	3,67	3,00	0,82	0,68	2,00	5,00
Perceived Benefits	3,74	3,94	3.00 ^a	0,82	0,66	2,50	5,00
Motivation And Engagement	3,56	3,63	3,00	0,62	0,39	2,50	5,00
Challenges And Limitations	3,82	3,75	3,33	0,55	0,30	2,67	5,00

Looking at Table 1, the highest average score was for the Challenges and Limitations section ($M = 3.82$). This was followed by Perceived Benefits ($M = 3.74$), then Frequency and Purpose of Use ($M = 3.63$), and finally Motivation and Engagement ($M = 3.56$).

The results show that students often use ChatGPT for different tasks related to learning English. The average score of 3.63 for Frequency and Purpose of Use shows that ChatGPT is often used to help with learning tasks like understanding course materials, improving grammar, finishing assignments, and doing self-directed learning beyond the classroom.

Respondents said they saw ChatGPT as helpful for their learning and gave it a positive rating. The average score of 3.74 shows that students mostly think ChatGPT helps them get better at English, gives fast answers, supports learning on their own, and makes it easier to find information.

The part about motivation and engagement also got a high average score ($M = 3.56$), showing that ChatGPT helps students feel more interested and involved in their English learning activities. Even though this part had the lowest average score out of the four areas, the result still shows that students see ChatGPT as a helpful tool that makes them more involved in their learning.

Interestingly, the highest average score was found in the Challenges and Limitations section, with an average of 3.82. This result shows that students are very aware of possible problems when using ChatGPT, like getting wrong information, depending too much on AI answers, and worries about cheating in school. The low standard deviation ($SD = 0.55$) also shows that people had similar opinions about these challenges.

Overall, the results show that students have a good view of using ChatGPT in teaching English, but they also know there are some things it can't do well.

Discussion

This study aims to explore the use of ChatGPT in the practice of English Language Teaching (ELT) among fourth-semester students in the English Education program at Ahmad Dahlan Islamic University Sinjai. The research results show that all the aspects studied received the High category, which indicates that students have a fairly positive experience using ChatGPT in their English language learning. This finding shows that ChatGPT has become a fairly common and relevant tool in students' learning activities, both inside and outside the classroom.

ChatGPT as a Learning Support Tool in ELT

The research results show that the aspect of Frequency and Purpose of Use has an average score of 3.63, which falls into the high category. This finding suggests that students often use ChatGPT to help with different English language learning activities. This use is not only for completing academic tasks but also includes self-study activities such as understanding material, improving grammar, enriching vocabulary, and practicing English language use.

This finding matches the research by (Lo et al., 2024), which found that ChatGPT is widely used by ESL/EFL learners as a supporting tool to develop their language skills. ChatGPT helps students get study support anytime by providing quick and relevant responses, so they don't have to wait for interaction with teachers or classmates. This situation shows that AI technology has made it easier for students to access more flexible and readily available learning resources.

In addition, the high usage frequency of ChatGPT shows that there is a change in how students learn in the digital era. In the past, students mainly relied on textbooks or searched for information using search engines, but now they are starting to use AI as a more interactive learning tool. This aligns with

the view of (Ali et al., 2024), who argue that generative AI-based technology enables more personalized learning because users can get responses tailored to their specific needs. In this research, students seem to use ChatGPT not just as a tool to find information, but also as a study partner that helps them understand the material more deeply.

This finding can also be linked to the concept of learner autonomy in language learning. According to the theory of self-directed learning, students who have access to flexible learning resources tend to take more control over their own learning process. The presence of ChatGPT allows students to study more independently, especially when they need extra explanations outside of regular class hours. Therefore, using ChatGPT can be seen as one way to support the development of self-directed learning in English language teaching.

Students' Perceived Benefits of ChatGPT in Learning English

The perceived benefits aspect has an average score of 3.74, showing that students feel there are several advantages to using ChatGPT in their English language learning. This finding shows that students are not just using ChatGPT because it is easy to use, but also because they really feel that it has a positive impact on their learning process.

One possible reason for this finding could be ChatGPT's ability to provide quick and easy-to-understand responses. In English language learning, students often face different challenges such as understanding sentence structure, improving grammar, or developing ideas in academic writing. The presence of ChatGPT allows them to get help directly without having to wait for feedback from professors. (Mahapatra, 2024) discovered that using ChatGPT has a positive impact on improving the writing skills of ESL students, especially in areas like grammar, organizing ideas, and overall writing quality. The research results support the findings of this study, showing that students see ChatGPT as a useful tool for improving their English language skills.

In addition, the benefits experienced by students can also be explained from the perspective of constructive learning. In this approach, learning is seen as an active process where students build knowledge by interacting with their learning environment. ChatGPT allows students to ask questions, explore ideas, and get extra explanations in an interactive way. So, students don't just receive information passively, but they also take an active role in forming their own understanding.

This finding also supports the results of a systematic study conducted by (Albadarin et al., 2024), which concluded that most research on ChatGPT in education shows positive effects on students' learning experiences. These benefits include better access to information, more efficient task completion, and support for more personalized learning. Therefore, the findings of this study further support the argument that ChatGPT has significant potential as a supporting tool in English language learning at the university level.

The Influence of ChatGPT on Students' Motivation and Engagement

The aspect of motivation and engagement has an average score of 3.56, which also falls into the high category. These results show that using ChatGPT has a positive effect on students' motivation and their involvement in learning English. Even though the scores are slightly lower compared to the benefits, these findings still show that ChatGPT is able to create a more engaging learning experience for students.

One possible factor that may contribute to increased study motivation is the interactive nature of ChatGPT. Unlike traditional learning sources that are mostly one-way, ChatGPT allows students to have conversations, ask follow-up questions, and get immediate responses. This type of interaction can make the learning process more lively and less boring. In language learning, having chances to interact actively is very important because it helps students feel more confident when using the target language.

Besides that, students might feel more comfortable practicing English with ChatGPT compared to formal classroom settings. When interacting with AI, students don't have to worry about making mistakes or feeling embarrassed when using English. This situation creates a safer learning environment that supports language exploration. (Lo et al., 2024) explain that one of the advantages of ChatGPT in language learning is its ability to provide a practice space free from social pressure, which helps increase learners' participation.

Even though this is the case, the slightly lower score on motivation compared to the benefits aspect shows that the presence of ChatGPT does not automatically increase the motivation of all students to

learn. Learning motivation is a complicated idea that comes from many different factors, like personal interest, learning goals, the academic environment, and social support. Therefore, even though ChatGPT can be a helpful tool in the learning process, its success in boosting motivation still depends on how the technology is used and integrated into students' learning activities.

Students' Awareness of the Challenges and Limitations of ChatGPT

One of the most interesting findings from this study is that the aspect of Challenges and Limitations received the highest average score ($M = 3.82$). This result shows that students don't just see the benefits of ChatGPT, but they also have a good understanding of its limitations and the risks that come with it.

This finding is different from the common assumption that often portrays students as technology users who adopt digital innovations without much critical thinking. On the other hand, the results of this study show that students are able to think more carefully about how they use ChatGPT. They realized that while ChatGPT can help with learning, the technology doesn't always give correct answers and can't completely replace a teacher's role in education.

People are becoming more aware of the limitations of ChatGPT, which matches the findings of (Ali et al., 2024). Their study highlights several challenges of using AI in education, such as the risk of spreading inaccurate information, users becoming too dependent on technology, and issues related to academic integrity. In the context of learning English, relying too much on ChatGPT can reduce students' chances to develop their critical thinking, creativity, and problem-solving skills on their own.

Besides that, the issue of plagiarism and the originality of academic work also becomes a key concern when using AI in higher education. If students rely too much on AI-generated text, they might not engage actively in thinking and writing anymore. So, the research results show that students don't just use technology for practical benefits, but they also realize the importance of using it wisely and responsibly.

Interestingly, the high score in the challenge aspect can actually be seen as a positive sign. Students have a decent level of digital literacy, which shows they are aware of the risks involved. They don't see ChatGPT as the perfect solution for all learning needs, but rather as a tool that has its strengths and also its limitations. So, using ChatGPT in English language teaching should focus on a balanced approach, meaning using the technology's benefits without forgetting the importance of critical thinking skills and academic integrity.

Implications for ELT Practices

Overall, the results of this study show that ChatGPT has a lot of potential to support English language teaching practices at the university level. Students are actively using this technology, feeling the benefits in their English language learning, and showing a high level of involvement in the learning process. At the same time, they also realized there might be several challenges that could come up from using that technology.

This finding has important implications for teachers and educational institutions. Using ChatGPT in English language learning should not be focused only on using technology as a task helper, but also as a way to develop students' critical thinking, reflection, and digital literacy skills. Teachers can guide students to use ChatGPT as a tool for exploring ideas, practicing language, and getting feedback, while still emphasizing the importance of checking the information provided by AI.

In other words, using ChatGPT in ELT shouldn't be seen as a threat to the learning process, but rather as an opportunity to create a more flexible, personalized, and relevant learning experience that meets the needs of students in the digital age. However, the success of this technology integration still depends on how students and teachers use it critically, ethically, and responsibly.

Conclusion

This study looked into how ChatGPT is used in teaching English among fourth-semester students in the English Education program at Universitas Islam Ahmad Dahlan Sinjai. The study shows that ChatGPT is now a useful and commonly used tool that helps students with their English language learning. Students used ChatGPT for many reasons. They used it to understand their schoolwork better, improve their grammar and word choices, come up with ideas for writing, finish their homework, and learn on their own when they were not in class. The good feedback from all parts of the research shows

that students mostly see ChatGPT as a helpful educational tool that can support their learning. These results show that using artificial intelligence in language learning is not just a new tech trend anymore, but it is now a real part of how students learn in college.

Additionally, the study found that students saw many advantages to using ChatGPT in their English learning tasks. The technology was seen as a useful and easy-to-use tool that gives quick answers, helps with personal needs, and allows people to learn on their own. By using ChatGPT, students can get explanations, language examples, and feedback faster than they can from many traditional learning materials. The results also show that ChatGPT helps create a more adaptable learning setting where students can study at their own speed and based on their personal needs. This is especially key in college and university settings, where students are meant to take more charge of their own learning process. So, ChatGPT seems to have a lot of promise in helping learners take more control of their studies and get more involved in learning English.

Another key point is that ChatGPT helps boost students' motivation and involvement, but the effect isn't as strong as the overall advantages people see from using the technology. ChatGPT is designed to interact with users, which lets students participate more in learning tasks, ask questions without hesitation, and practice speaking English without worrying about making errors in front of others. Such learning experiences can help build a more caring and less stressful environment for learning. However, the results also show that motivation comes from many things besides just technology, like students' own interests, what they want to learn, their experiences in class, and how they interact with others. So, even though ChatGPT can help make learning more interesting and get students more involved, it's better seen as a tool that helps support learning, not as a complete solution on its own for making students more motivated.

One of the key results from this study shows that students had a clear understanding of the difficulties and drawbacks when using ChatGPT. Even though they saw the advantages, they also knew there were possible problems, like getting wrong information, relying too much on answers made by AI, and worries about copying work and keeping academic honesty. This finding is especially important because it shows that students are not just taking AI-generated content at face value without thinking about it. Instead, they seem to use the technology in a way that shows they understand it and think carefully about it. It's important in today's universities for students to not only use technology well but also think carefully about the information they find and make smart choices when doing their work. Therefore, the results show how important it is to encourage the use of AI in education in a fair and knowledgeable way.

This study shows that ChatGPT can be a helpful tool for teaching English at the university level, as long as it's used in a good and responsible way. Instead of replacing teachers or traditional ways of teaching, ChatGPT should be used as a helpful tool that supports students in improving their language skills, becoming more independent in their learning, and getting easier access to information. The results show that using AI in language learning works well when both teachers and students can use it wisely, responsibly, and with clear goals, along with having good technology. Teachers are important in helping students get the most out of AI and avoid its possible problems. Schools and colleges should also think about creating rules and advice that help students and teachers use AI in a smart and responsible way during their studies.

This research adds to the increasing amount of writing about using artificial intelligence in teaching language by giving real examples from Indonesian university students. The study gives important information about how students think about and use ChatGPT for their daily English learning, as well as the good and difficult things that come from using it. Nevertheless, several limitations should be acknowledged. The study included a small group of people from one specific program and university, which might make it harder to apply the results to a larger group. So, future research should include bigger and more varied groups of participants, cover students from different schools and learning environments, and use a mix of methods or more in-depth approaches to better understand how students experience learning with AI help. Further studies could also look into how ChatGPT affects language proficiency, critical thinking abilities, learners' independence, and academic results in English language learning over time.

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