



ANALYZING LEARNERS' PERCEPTIONS OF CHATGPT- ASSISTED ENGLISH LANGUAGE LEARNING

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Abstract:

This research endeavors to systematically analyses the perceptions of language learners concerning the integration of ChatGPT as an innovative tool for augmenting their English language competencies. Adopting a qualitative paradigm through a case study design, the study meticulously selected participants based on rigorous inclusion criteria, namely, documented experience employing ChatGPT not only for university assignment but also potentially for extracurricular or personal endeavors. Specifically, four undergraduate students of the Early Childhood Education Program, Faculty of Tarbiyah and Teacher Training at the second semester, enrolled in UIN Kiai Ageng Muhammad Besari Ponorogo deliberately chosen to participate, ensuring a focused yet representative sample within this contextual framework. The empirical findings robustly substantiate learners' affirmative perceptions of ChatGPT's instrumental value in fostering English language skill enhancement. Participants consistently emphasized its multifaceted utility across key domains, including interactive speaking exercises to improve fluency, enhanced writing skills, quick text translation to aid comprehension, vocabulary expansion, and mastery of idiomatic expressions, as well as assistance with grammatical corrections – such as real time error identification combined with constructive feedback mechanisms. From a broader perspective, the predominantly positive appraisals of ChatGPT's applicability signal compelling opportunities for educational stakeholders. Higher education institutions and digital language learning platform are encouraged to strategically embed analogous AI-powered conversational tools into their curricula and resources.

Keywords: *English Language learning, ChatGPT, Learners' Perception*

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A. INTRODUCTION

English has evolved into a global medium of communication that plays crucial role across various sectors, including education, business and social interaction (I Wy Ana Kurniawan, 2024; Shenbagam, 2024). This phenomenon has encouraged individuals worldwide to improve their English fluency and natural language production abilities (Nafees & Farid, 2025). Although conventional language learning methods provide valuable learning resources (Muzaki, 2023), such approach often fail to offer the immersive and interactive experiences required for learners to effectively develop conversational competence (Assistant teacher at Almalyk branch of Tashkent State Technical University, Uzbekistan & Shamsiddin, 2024; Hsu et al., 2022).

The rapid advancement of artificial intelligence (AI) technology has significantly transformed educational practices across the globe (Hasanah, 2025; Madjid, 2022; Ridayani et al., 2025; Universitas Budi Darma & Ulfa, 2023; Wisesa & Wijanarko, 2025), particularly in the field of language learning in recent years, AI-powered applications have increasingly been integrated into English language education to facilitate mode personalized, interactive, and autonomous learning experiences (E. Kim & Sim, 2024; Prayogo et al., 2025; Salame, 2026).

Among these innovations, ChatGPT, developed by Open AI, has emerged as one of the most widely discussed conversational AI tools due to its capability to generate human-like responses (Anjuman Islam Abdul Razzak Kalsekar Polytechnic & Raees, 2024; Haque, 2023; Manisha Rajesh Gupta, 2024), provide instant feedback, and support various language-related activities (Parviz, 2024) . Its accessibility has attracted considerable attention from educators, researchers, and student seeking alternative approaches to enhance English language proficiency.

The integration of AI into English language learning aligns with the growing emphasis on technology-enhanced language learning (TELL), which advocates the use of



digital tools to improve learners' engagement, autonomy, and communicative competence (Clive & Athyal, 2026; Salame, 2026; Umar, 2024; Universitas Budi Darma & Ulfa, 2023). Traditionally, English language learning in many higher education contexts has been constrained by limited classroom interaction, insufficient opportunities for authentic communication and inadequate individualized feedback (Liu, 2023). These challenges are particularly evident among non-English major students, who often possess limited exposure to English outside formal classroom settings. Consequently, learners frequently encounter difficulties in developing productive language skills such as speaking and writing, as well as receptive competencies including vocabulary acquisition and comprehension.

In this context, ChatGPT offers promising pedagogical affordances (Akopiants, 2023; Du & Alm, 2024; Ho, 2024). The platform enables learners to engage in simulated conversations, receive immediate grammatical corrections, practice vocabulary in meaningful contexts, and access explanations tailored to their linguistic needs (Kartal, 2023; Madinakhon, 2026; Nikolopoulou, 2024). Unlike conventional learning resources, ChatGPT facilitates continuous interaction without temporal or geographical limitations, thereby supporting independent and self-paced learning. For university students, especially those in non-English departments, such accessibility can serve as an important supplementary resource to bridge gaps in language exposure and practice opportunities.

The growing scholarly interest in ChatGPT has generated numerous studies investigating its educational potential. Several researchers have reported that ChatGPT contributes positively to writing development, idea generation, grammar correction, and language practice. For instance, studies by Han (2025) and Chanpradit (2025) highlighted the transformative role of generative AI in supporting academic writing and language learning. Similarly, research conducted by Van Horn (2024), Anjum et al. (2025) and Habeb Al-Obaydi et al. (2023) indicated that AI-based conversational systems may enhance learner motivation, engagement, and autonomous learning behaviors. These



findings suggest that ChatGPT possesses substantial potential to function as a supportive language-learning companion.

Nevertheless despite the increasing body of literature concerning ChatGPT in education, several important gaps remain insufficiently addressed. First, many previous studies predominantly focus on the technological capabilities and pedagogical implications of ChatGPT from theoretical or experimental perspectives, while limited attention has been devoted to exploring learners' subjective perceptions and lived experiences in authentic educational settings. Understanding learners' perceptions is crucial because positive or negative attitudes toward technology significantly influences its effectiveness and sustainability in language learning practices.

Second, existing studies largely concentrate on English-major student or learners in technologically advanced educational environments. Comparatively few studies investigate the experiences of non-English major student, particularly within early childhood education program in Indonesia. This context is academically important because student from non-English department may encounter distinct linguistic challenges, learning motivations, and technological adaptations processes. Therefore, examining how students from the early childhood education program at UIN Kiai Ageng Muhammad Besari Ponorogo perceive and utilize ChatGTP can provide contextual insights that remain underrepresented in the academic literature.

Furthermore, while numerous studies discuss ChatGPT's role in writing assistance, fewer investigations comprehensively explore its multifaceted contributions across multiple English language competencies simultaneously, including speaking practice, vocabulary enrichment, grammar correction, idiomatic expression acquisition, translation support, and fluency development. The present study attempts to address this limitation by examining learners' perceptions holistically across these interconnected domains of language learning.



The significances of this research is further strengthened by the growing need for innovative and accessible learning tools in Indonesian higher education. As universities increasingly promote digital literacy and independent learning, understanding students' experiences with AI-based educational technologies becomes essential for informing pedagogical strategies, curriculum development, and institutional policy. Positive learner perceptions may indicate the feasibility of integrating ChatGPT into English language learning support system, while potential concerns or limitations may guide educators in establishing ethical and effective implementation frameworks.

Therefore, this study aims to systematically investigate undergraduate student's perceptions regarding the use of ChatGPT for enhancing English language skills within the context of the early Childhood education program at UIN Kiai Ageng Muhammad Besari ponorogo. By employing a qualitative case study design and thematic analisis, this research seeks to provide an in-depth understanding of learners' experiences and perspectives concerning the pedagogical value of ChatGPT. Ultimately, the finding are expected to contribute both theoretically and practically to the growing discourse on AI-assisted language learning, particularly in the context of Indonesian Islamic higher education institutions.

B. RESEARCH METHOD

This study employe a qualitative approach using a case study design. A case study is a research method that focuses on conducting a detailed exploration and analysis of a specific individual, group, event, or phenomenon (Ratnasari & Sudradjat, 2023). The participants were chosen through purposive sampling techniques. Purposive sampling, also referred to as judgmental or selective sampling, is a non-probability sampling method in which participant are intentionally selected according to particular criteria related to the research objectives (Sitorus, 2021). In this study, the selected participants met the criteria of having experience using ChatGPT for completing academic assignments as well as possible non-academic activities. The participants consisted of four students from the second semester undergraduate students of the Early Childhood Education Program,



Faculty of Tarbiyah and Teacher Training at UIN Kiai Ageng Muhammad Besari Ponorogo. a Data were collected through semi-structured interviews (Adeoye-Olatunde & Olenik, 2021), while the data were analyzed using thematic analysis.

The thematic analysis process generally consists of several stages (Naeem et al., 2023). First, researchers familiarize themselves with the data by carefully reading and reviewing the material repeatedly in order to develop a thorough understanding of its content. Second, the coding process is carried out by identifying and labeling meaningful segment of data, referred to as code, which represent particular ideas, concept, or recurring patterns within the text. These codes may be descriptive, reflecting the explicit content, or interpretive, revealing deeper meaning. Third, researchers generate initial themes by grouping related codes into broader categories that represent recurring patterns or significant ideas emerging from the data and related to the research objectives. Afterward, the themes are reviewed and refined to ensure that they accurately represent the data and align with the purpose of the study. During this stage, themes may be combined, divided, revised, or removed when necessary. The next step involves defining and naming the themes by developing consist explanations for each theme and assigning appropriate labels that capture their core meaning. Finally, researchers analyze and interpret the themes by examining the relationships among them and exploring how they collectively contribute to a coherent narrative or conceptual framework.

Researchers then interpret the identified themes in connection with the research question, theoretical framework, and existing literature. The final stage involves reporting the findings of the thematic analysis, usually in the form of a written report or manuscript, by presenting the main themes, supporting evidence and relevant excerpts or quotations derived from the data.

C. RESULT AND DISCUSSION

Based on the data collected through semi-structured interviews, the findings regarding learners' perceptions and experiences in using ChatGPT as a language learning



tool are presented as follows. Concerning learners' perceptions, the findings reveal that participants viewed ChatGPT as a beneficial tool for enhancing their language skills. In particular, the learners perceived ChatGPT as helpful in supporting skill improvement in various aspects of language learning. Table 1 illustrates the learners' perception of the role of ChatGPT in improving their skills.

Table 1. The Learners' Perception of The Role of ChatGPT in Improving Skills

No.	Skill Improvement Aspect	Learners' Perceptions	Supporting Evidence from Participants
1.	Speaking	Learner perceived ChatGPT as an effective platform for practicing spoken English through interactive conversation. It enabled them to express ideas, construct coherent sentences and develop greater confidence in verbal communication.	Participant 1 stated that ChatGPT allowed discussions on various topics of interest and helped improve confidence in expressing thoughts verbally.
2.	Listening	Learners believed that interacting with ChatGPT improved their listening comprehension skills by exposing them to different vocabulary choices, sentence structures, and natural speech pattern	Participant 2 explained that ChatGPT's clear dan structured responses provided opportunities to practice listening follow conversations and understand context effectively.



3.	Vocabulary and Expression	Participants viewed ChatGPT as a valuable resource for expanding vocabulary and learning new expressions through contextualized and interactive communication.	Participant 3 emphasized that ChatGPT offered a more dynamic and personalized vocabulary learning experience compared to traditional methods, making English learning more enjoyable.
4.	Feedback Correction	Learners perceived ChatGPT as beneficial in identifying language errors and providing immediate corrective feedback, which supported grammar improvement and more accurate language use.	Participant 4 noted that ChatGPT provided real-time feedback and suggestions for improvement, enabling learners to recognize mistakes immediately and accelerate their learning process.

OpenAI's ChatGPT, as a language model, provides learners with an interactive and responsive environment that support the development of English language skills. Learners perceived several benefits of using ChatGPT for skill improvement. One of the main aspects highlighted by the participants was speaking practice. ChatGPT can simulate conversations and engage learners in interactive dialogues, allowing them to practice spoken English in a more flexible and accessible way. Through these interactions, learners are able to express their ideas, receive feedback, and gradually build greater confidence in their speaking abilities. The following interview excerpt from Participant 1 provides a specific example of how ChatGPT assisted in practicing spoken English. "When using ChatGPT, I'm able to discuss a variety of topic what I'm interested. The model responds to my input and engages in conversation, which allow me to practice constructing coherent sentences and expressing my thoughts in English. This practice has been very helpful because it has helped me become more confident in expressing myself verbally" (the first participant in the interview)



Another positive aspect of using ChatGPT identified by the learners was the improvement of listening comprehension skills. Interacting and engaging in conversation with ChatGPT enable learners to practice and strengthen their listener abilities. Through these interactions, learners were exposed to various accents, vocabulary choices and sentence structures, which contribute to a better understanding of spoken English. The following interview excerpt from participant 2 demonstrates how conversation with ChatGPT helped enhance the participant's listening comprehension skills. "The answers of ChatGPT are clear and well structured, so it gives me opportunity to exercise about listening. I have to pay attention on what model says, follow the conversation, understand the context, in order to be able respond correctly. This exercise helps me to increase my skill in understanding oral English, especially, knowing natural speech pattern and nuances." (second participant in the interview).

Regarding vocabulary acquisition, the participants also expressed perceptions of ChatGPT as a valuable language learning resource. They viewed ChatGPT as a tool that provides learners with a broad range of vocabulary and expressions. Through interactive conversation, learners are exposed to new word and phrases, enabling them to understand meaning within context and enrich their vocabulary knowledge and usage. "When I compare traditional vocabulary learning methods with the current approach using ChatGPT is totally difference. ChatGPT offers more interactive experience that suitable with the individual needs. ChatGPT can responses and explanations to my specific needs and interest depending on the prompt we give. Additionally, it offers a more exploratory and dynamic learning experiences. ChatGPT also gives variative vocabularies and expression which can help me learning English enjoyable. This tool is extremely useful for expanding one's vocabulary beyond the limitations of traditional learning materials". (Participant 3, Interview)

In addition to the aspects mentioned earlier, learners also perceived improvement in error correction and feedback when using ChatGPT. The participant stated that ChatGPT provides immediate feedback and assists in correcting language errors during



interaction. By identifying mistakes and offering suggestions for improvement, ChatGPT help learners develop more accurate language use and strengthen their grammar skills. The following interview excerpt from Participant 4 highlight the advantages of ChatGPT's instant feedback and error-correction features. "When studying independently or practicing writing, we can realize our mistakes straight away, but during interactive conversation using ChatGPT, we can ask for help to identify mistakes and receive immediate suggestions for improvement. This real time feedback has been great help to help me in correcting my mistakes straight away and learning from them, which speeds up the learning process and helps me improve my language use and grammar skills more effectively" (the fourth participant in interview)

Based on the analysis of the data presented above, this study revealed that learners perceived ChatGPT as a valuable tool for improving languages skills. The participants highlighted several benefits, including opportunities for speaking practice, enhancement of listening comprehension, expansion of vocabulary and expression, as well as the provision of instant error correction and feedback. These elements collectively contributed to a comprehensive language learning experience, enabling learners to strengthen their English proficiency through interactive communication with the model.

The findings of this study are consistent with previous research investigating the impact of chatboth on learners' speaking, listening and writing skills (Clive & Athyal, 2026; Habeb Al-Obaydi et al., 2023; Khzouz et al., 2024; Mahapatra, 2024; Pipia & Gurgenshvili, 2025) . Such studies commonly compare learners' performance and progress with and without the integration of chatbot technology in the learning process (Anjum et al., 2025; Clive & Athyal, 2026; N.-Y. Kim, 2018; Pipia & Gurgenshvili, 2025). Furthermore, the present study also supports earlier research focusing on the design and development of chatbot specifically intended for language learning. These studies examine various approaches to developing conversational agents that provide meaningful and engaging language practice activities, including the integration of pedagogical strategies, adaptive feedback, and personalized within chatbot system



(Brinegar, 2023; Department of Information Technology and Informatics (ITI), School of Computing and Information Technology (SCIT) Kaimosi Friends University, Kaimosi, Kenya. et al., 2024; Li et al., 2024; Parviz, 2024).

The findings of the present study, which highlight ChatGPT as a valuable tool for language improvement through speaking practice, enhancement of listening comprehension, vocabulary expansion, and the provision error correction and feedback, also complement previous studies concerning learners' perceptions and experiences in using chatbot as language learning tools. Earlier research has explored various factors related to chatbot assisted learning, including learner motivation, satisfaction, and perceived usefulness of chatbot interactions (Ali et al., 2023; Anjum et al., 2025; Azizah & Nugraha, 2025; Roca et al., 2024; Xu, 2024).

The novelty of this study lies in its comprehensive exploration of ChatGPT's role in language learning, particularly by connecting its findings with existing studies while also emphasizing learners' perception and experiences. This integrated perspective provides a deeper and more nuanced understanding of the contribution of AI-based tools to language education, thereby enriching the growing field of the technology-enhanced language learning.

D. CONCLUSION AND SUGGESTION

CONCLUSION

This study confirm that learners perceived ChatGPT as a useful tool for improving their language skills. The participants emphasized several benefits of using ChatGPT in English language learning, particularly in speaking practice, listening comprehension, vocabulary and expression development, as well as error correction and feedback. The finding indicate that ChatGPT can effectively support language skill enhancement, strengthening the view that natural language processing technologies have significant potential as learning tools for language learners.



The positive perceptions demonstrated by the participants may encourage educational institutions and language learning platforms to integrate similar AI-powered technologies into their educational programs. The integration of such tools has the potential to enrich student's learning experience and provide more interactive and personalized language practice opportunities. In addition, the finding of this study may serve as a reference for educators and developers in integrating AI technologies into language education by maximizing the advantages of conversational agents to support English language learning.

SUGGESTION

Furthermore, futures studies are recommended to compare ChatGPT with other language learning tools, investigate its long-term impact on learner's language development, and explored how AI-based learning tools can be adapted to meet the needs of learners in various language learning contexts.



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