CHATGPT IN LEARNING ENGLISH, IS IT POSSIBLE?

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ABSTRACT

The integration of artificial intelligence in education has sparked discussions on its effectiveness, particularly in language learning. This study examines students' perceptions of ChatGPT in English language learning using a quantitative descriptive approach. The research involved 63 students from the English Education Study Program at Mahaputra Muhammad Yamin University, Solok, during the 2023/2024 academic year, selected through a total sampling technique. Data were collected using a structured questionnaire consisting of 20 statements, administered via Google Forms. Students rated their responses on a five-point Likert scale ranging from "strongly disagree" to "strongly agree." The results indicate that 58.6% of students expressed agreement with the use of ChatGPT in English learning, suggesting a generally positive perception. These findings highlight the potential of AI-driven tools in enhancing language learning, emphasizing the need for strategic implementation to maximize their benefits in English education.

Keywords: Students' views,learning English, ChatGPT

INTRODUCTION

Technology has transformed various aspects of human life, including education, where it plays a crucial role in facilitating learning and teaching processes (Selwyn, 2016). In the past, students primarily relied on textbooks and teacher instruction, limiting their access to additional knowledge beyond the classroom (Higgins, Xiao, & Katsipataki, 2012). However, with rapid technological advancements, students can now access vast digital resources to enhance their learning experiences, including materials in science, social studies, and languages (Alrasheedi & Capretz, 2015).

In language education, technology has become an essential tool for enriching learning experiences, fostering student engagement, and supporting instructors in delivering instructional content effectively (Chapelle & Voss, 2017). Modern students increasingly depend on digital platforms and tools such as mobile learning applications, Learning

Management Systems (LMS), and AI-powered educational software (Beatty, 2013). Among these emerging technologies, Artificial Intelligence (AI) has gained significant attention due to its potential to enhance personalized learning and provide instant feedback (Luckin et al., 2016).

AI refers to computer systems capable of performing tasks that typically require human intelligence, including problem-solving, decision-making, and language processing (Russell & Norvig, 2021). Various AI-powered tools have been integrated into education, including Bing AI, CoPilot, OpenAI Playground, Bard AI, and DialoGPT. However, one of the most widely used AI applications among students is ChatGPT, an AI-driven chatbot developed by OpenAI. ChatGPT, specifically ChatGPT-3.5, is designed to generate human-like text responses, enabling users to engage in interactive discussions, seek explanations, and receive writing assistance (Brown et al., 2020). Due to its sophisticated natural language processing capabilities, ChatGPT is increasingly utilized in higher education to assist students in various tasks, including completing assignments, understanding course materials, and enhancing language skills (Kasneci et al., 2023).

A preliminary interview conducted on February 9, 2024, with students from the English Education Department at Mahaputra Muhammad Yamin University revealed that many students rely on ChatGPT to aid their English learning. The students reported several challenges in mastering English, particularly in three key areas. First, they struggled to comprehend complex concepts due to limited instructional time and resources, making it difficult to achieve in-depth understanding. Second, they encountered difficulties with advanced vocabulary, as many words lacked direct equivalents in their native language, hindering their ability to express ideas clearly. Lastly, they faced challenges in grasping grammatical concepts, as English grammar involves intricate rules and exceptions, making sentence construction challenging. These difficulties collectively impacted their ability to communicate effectively and engage with academic texts.

Given these challenges, understanding students' perceptions of ChatGPT's role in English learning is essential for optimizing its integration into the curriculum. Therefore, this study aims to: (1) explore students' views on the use of ChatGPT in English learning at the English Education Department of Mahaputra Muhammad Yamin University during the 2023/2024 academic year, and (2) analyze students' perspectives on the effectiveness of ChatGPT as a learning tool. By examining these aspects, this research seeks to provide insights into the potential benefits and limitations of AI-powered learning tools in English language education.

METHOD

This study employed a survey research design with a descriptive quantitative approach to analyze students' views on the use of ChatGPT in English learning. The phenomenon under investigation pertains to students' perceptions, which were examined through structured data collection methods. According to Sugiyono (2008), survey research is conducted to obtain data from natural settings (not artificially created environments), where researchers apply specific data collection techniques such as questionnaires, tests, and structured interviews. Furthermore, Creswell (2021) states that a survey design provides a quantitative or numerical description of trends, attitudes, or opinions within a given population by examining a sample of that population. Based on these definitions, this study adopted a quantitative research design to systematically analyze students' perspectives.

The population of this study comprised students from the English Education Department at Mahaputra Muhammad Yamin University, Solok, during the 2023/2024 academic year. The total population consisted of 63 students, and this study employed a total sampling technique, meaning that all members of the population were included in the research. The distribution of the population is presented in the following table:

Table 1: Population of the Research

No	Class	Number of Students
1	English Education 2019	3
2	English Education 2020	14
3	English Education 2021	17
4	English Education 2022	11
5	English Education 2023	18
Total		63

Data for this study were collected using a close-ended questionnaire designed to assess students' views on the use of ChatGPT in learning English. A close-ended format was chosen because it allows for efficient data analysis using percentages and reduces students' response burden by minimizing open-ended writing tasks.

To ensure the validity of the questionnaire, expert validators reviewed the instrument for appropriateness. Additionally, to determine the reliability of the questionnaire, the SPSS 22.0 software was used to calculate Cronbach's Alpha, a widely recognized statistical measure of internal consistency. A high Cronbach's Alpha value indicates that the instrument produces consistent and reliable results.

This study employed descriptive statistical analysis to interpret the collected data. According to Creswell (2012), descriptive statistics help researchers summarize overall data

trends, understand variability in responses, and compare individual scores within a dataset. Sugiyono (2018) further explains that descriptive statistics provide an overview of data distribution, enabling researchers to interpret patterns effectively.

The percentage of responses for each category was calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage
F = Frequency
N = Total of Respondents

Riduwan (2009), indicated the scale to classify the level of percentage questionnaire as follows:

Table 2: Data Analysis

No	Frequency	Classification
1	81% - 100%	Excellent
2	61% - 80%	Very Good
3	41% - 60%	Good
4	21% - 40%	Poor
5	0% - 20%	Very Poor

FINDINGS AND DISCUSSION

Findings

Data Description

This study aimed to analyze students' perceptions regarding the use of ChatGPT in learning English at the English Education Department of Mahaputra Muhammad Yamin University during the 2023/2024 academic year. Data were collected through a questionnaire administered to 63 students, who represented the total population of the study. The percentage distribution of students' responses is presented in Table 3 below:

Table 3: Calculation Students' Views On the Use ChatGPT in Learning English

No	Frequency of students' views		ClassificationLevel
	Score	Percentage	
1.	495	11,5%	Strongly agree
2.	2.508	58,6%	Agree
3.	822	19,2%	Doubtful
4.	382	9,0%	Disagree
5.	69	1,7%	Strongly disagree
Total	4.276	100%	

The data presented in Table 3 indicate that 58.6% of students agreed that ChatGPT is useful in learning English, which is classified as a good level. Meanwhile, 11.5% strongly agreed, but this percentage falls under the poor category due to the lower frequency of students selecting this response. Additionally, 19.2% of students were doubtful about its usefulness, which is classified as poor. A smaller percentage of students (9.0%) disagreed, and only 1.7% strongly disagreed, both classified under the very poor category. These results suggest that while a majority of students perceive ChatGPT as beneficial, a significant portion remains uncertain or disagrees about its effectiveness.

Data Analysis

After gathering the data, the researcher analyzed the result of this research about students' views on the use of ChatGPT in learning English based on the two indicators as the following:

a. The Use of ChatGPT in Learning English

The first analysis focused on how students utilized ChatGPT as a learning tool in various aspects of English language acquisition. The findings are summarized in Table 4 below:

Table 4: The Results of the Use ChatGPT in Learning English

No. of item	Sub indicator	Frequency of the use of social media by teachers		Classification level
		Score	Percentage	
1-2	Using ChatGPT to learn listening: vocabulary and conversations	270	12,9%	Strongly agree
3-4	Using ChatGPT to learn speaking:communicating and conversation	1,156	55.0%	Agree
5-6	Using ChatGPT to learn reading:practice reading and capturing the main ideas	411	19,5%	Doubtful
7-8	Using ChatGPT to learn writing: grammar and structure	232	11,0%	Disagree
9-10	Using ChatGPT to learn vocabulary: new vocabulary	34	1,6%	Strongly disagree
Total		**2103**	**100%**	

The findings indicate that the highest percentage of students (55.0%) agreed that ChatGPT was useful for learning speaking skills, particularly in communication and conversation. This suggests that students found ChatGPT effective as an interactive tool for practicing spoken English.

However, lower percentages were recorded for other language skills, such as listening (12.9%), reading (19.5%), writing (11.0%), and vocabulary acquisition (1.6%). The lower percentages suggest that students may not be fully utilizing ChatGPT for these aspects of English learning or may perceive it as less effective in these areas. Overall, these results indicate that while students find ChatGPT beneficial, particularly for speaking practice, its use for other skills requires further exploration and encouragement.

b. The Effectiveness of ChatGPT In Learning English

The second analysis examined students' perceptions of how effective ChatGPT is in enhancing their English learning experience. The results are displayed in Table 5:

Table 5: The Results of The Effectiveness ChatGPT InLearning English

No	Sub indikator	Frequency of the use of social media by teachers		Classification level
		Score	Percentage	
11-12	Effectiveness ChatGPT to learn listening: vocabulary and conversations	225	10,3%	Strongly agree
13-14	Effectiveness ChatGPT to learn speaking: communicating and conversation	1,352	62,3%	Agree
15-16	Effectiveness ChatGPT to learn reading: practice reading and capturing the main ideas	411	18,9%	Doubtful
17-18	Effectiveness ChatGPT to learn writing: grammar and structure	150	6,9%	Disagree
19-20	Effectiveness ChatGPT to learn vocabulary: new vocabulary	35	1,6%	Strongly disagree
Total		**2173**	**100%**	

The findings indicate that the highest percentage (62.3%) of students agreed that ChatGPT is effective in speaking practice, classifying it as very good. This aligns with previous findings that students primarily use ChatGPT for conversational purposes.

However, lower percentages were recorded for other skills, with only 10.3% of students rating ChatGPT as highly effective for listening, 18.9% for reading, 6.9% for writing, and 1.6% for vocabulary acquisition. These results suggest that students may find ChatGPT more effective for interactive learning activities (e.g., speaking) but less effective for activities requiring deeper comprehension (e.g., grammar, reading comprehension, and vocabulary learning).

Discussion

The findings of this study provide insights into students' perceptions regarding the use of ChatGPT as a learning tool in English language acquisition. This research aimed to examine students' views on ChatGPT and assess its effectiveness in supporting various English language skills at the English Education Department of Mahaputra Muhammad Yamin University during the 2023/2024 academic year. Data were collected through a questionnaire distributed to 63 students, and the results were analyzed based on two key indicators: students' perceptions of ChatGPT in learning English and the effectiveness of ChatGPT in enhancing English language skills. The findings align with previous studies and reinforce the growing role of artificial intelligence (AI) tools in education.

The analysis of students' responses revealed that a majority of students, 58.6%, agreed that ChatGPT is beneficial in learning English, classifying this response as good. Additionally, 11.5% strongly agreed, while 19.2% were doubtful about its usefulness. A smaller proportion of students disagreed (9.0%) or strongly disagreed (1.7%), indicating that although most students have a positive perception, some remain skeptical about ChatGPT's role in language learning. These findings are consistent with Malmström et al. (2023), who found that 56% of students reported chatbots to be helpful in their learning process. This similarity suggests that AI-powered tools like ChatGPT are increasingly recognized as useful resources for language learning, particularly in higher education settings. Malmström et al. further emphasized that students appreciate the instant feedback, accessibility, and interactive nature of chatbots, which can provide explanations, generate responses, and facilitate self-directed learning. The alignment of these findings indicates that students perceive ChatGPT as a supportive tool that enhances their English learning experience.

The second research question examined students' perceptions of ChatGPT's

effectiveness in learning English. The findings showed that 62.3% of students agreed that ChatGPT was effective in supporting speaking and communication skills, while lower percentages were observed for other skills, such as listening (10.3%), reading (18.9%), writing (6.9%), and vocabulary learning (1.6%). These results suggest that students find ChatGPT particularly beneficial for interactive and communicative activities but may underutilize it for skills that require deeper cognitive processing, such as writing and grammar development. These findings are in line with Salmi et al. (2023), who explored students' perceptions of ChatGPT in the Education 4.0 era. Their research revealed that students find ChatGPT easy to use, practical, and beneficial in enhancing creativity, knowledge, and critical thinking. Moreover, their study found that students perceive ChatGPT as a motivational tool that makes learning more engaging and enjoyable. The similarity between these results indicates that ChatGPT plays a significant role in modern education by fostering an interactive learning environment that encourages students to explore language independently.

One of the notable findings of this research is that students acknowledged ChatGPT's potential in helping them generate ideas for writing assignments. Although the overall percentage for writing effectiveness was low (6.9%), qualitative observations suggest that students see ChatGPT as a useful brainstorming tool. This finding aligns with Setiawan and Luthfiyani (2023), who explored the role of ChatGPT in improving writing skills in higher education. Their study demonstrated that ChatGPT could assist students in generating structured essays, refining grammar, and expanding vocabulary, making it a valuable resource for academic writing. Setiawan and Luthfiyani's research involved experimental testing using ChatGPT to generate an essay of 693 words, demonstrating the tool's ability to support students in organizing and structuring their written ideas. Their findings highlight the potential for integrating ChatGPT into writing-focused curricula to enhance academic and creative writing skills. The alignment between their study and this research suggests that educators should explore structured approaches to integrating AI-powered tools in writing instruction, ensuring that students maximize the benefits of ChatGPT in developing their writing proficiency.

Based on the discussion above, it can be concluded that students generally have a positive perception of ChatGPT in learning English, with a majority agreeing that it is useful and effective. ChatGPT is perceived as particularly effective for speaking and communication skills but less effective for writing, listening, and vocabulary acquisition. Previous studies support these findings, reinforcing the growing role of AI-powered tools in higher education and self-directed learning. Students recognize ChatGPT's value in writing, particularly for

generating ideas and improving grammar, but structured guidance is needed to maximize its benefits. Given these findings, educators should encourage students to explore ChatGPT as a learning aid while also providing structured guidance on how to use it effectively for all language skills.

CONCLUSION AND SUGGESTION

Based on the findings of this study, it can be concluded that ChatGPT is a valuable tool for English language learning, particularly in higher education contexts. The research revealed that students generally have a positive perception of ChatGPT, with a majority agreeing that it supports their learning process. In particular, students found ChatGPT most effective for speaking and communication skills, while its effectiveness in listening, reading, writing, and vocabulary acquisition was perceived as relatively lower. These findings align with previous research, which also highlights ChatGPT's role in enhancing students' engagement, motivation, and self-directed learning abilities. Additionally, the study suggests that while ChatGPT can assist students in developing writing skills, its effectiveness depends on how it is utilized within the learning process. To maximize the benefits of ChatGPT in English language education, it is recommended that lecturers integrate ChatGPT into English language curricula, particularly in speaking and writing-focused activities. Providing structured guidance on how to use ChatGPT effectively is crucial, as students may not be fully aware of its potential for improving grammar, vocabulary, and writing skills. Educators should also encourage a balanced approach, ensuring that students do not overly rely on AI-generated content but instead use it as a tool to enhance their critical thinking and creativity. Additionally, further research should explore ways to optimize ChatGPT's role in developing listening and reading comprehension skills, as well as examining its long-term impact on students' language proficiency. By implementing these recommendations, educators and students can make the most of ChatGPT as a valuable learning aid while maintaining a strong foundation in traditional language learning methods.

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