




Turnitin AdtRah

18. Utilizing Artificial Intelligence and ChatGPT in English Learning Students' Perception and Challenges.docx

-  25S-B1-Informatik 005
-  25S-B1-Informatik 2 (Moodle PP)
-  FH Kärnten Gemeinnützige Gesellschaft mbH

Document Details

Submission ID

trn:oid::1:3449967767

Submission Date

Dec 22, 2025, 4:17 PM GMT+1

Download Date

Dec 22, 2025, 4:20 PM GMT+1

File Name

18_Utilizing_Artificial_Intelligence_and_ChatGPT_in_English_Learning_Students_Perception_and....docx

File Size

5.7 MB

19 Pages**9,413 Words****56,068 Characters**





19% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.




Filtered from the Report

- Bibliography
- Small Matches (less than 8 words)

Match Groups

-  **105 Not Cited or Quoted 19%**
Matches with neither in-text citation nor quotation marks
-  **3 Missing Quotations 0%**
Matches that are still very similar to source material
-  **2 Missing Citation 1%**
Matches that have quotation marks, but no in-text citation
-  **0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 18%  Internet sources
- 15%  Publications
- 8%  Submitted works (Student Papers)

Match Groups

- 105 Not Cited or Quoted 19%**
Matches with neither in-text citation nor quotation marks
- 3 Missing Quotations 0%**
Matches that are still very similar to source material
- 2 Missing Citation 1%**
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 18% Internet sources
- 15% Publications
- 8% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	
	ejournal.insuriponorogo.ac.id	6%
2	Internet	
	eprints.uny.ac.id	1%
3	Internet	
	files.eric.ed.gov	1%
4	Internet	
	thesai.org	1%
5	Internet	
	www.journal.staihubbulwathan.id	<1%
6	Publication	
	Thi Kim Anh Vo, Huong Nguyen. "Generative Artificial Intelligence and ChatGPT i...	<1%
7	Internet	
	tesol.huflit.edu.vn	<1%
8	Internet	
	repository.upi.edu	<1%
9	Internet	
	ijces.net	<1%
10	Student papers	
	Manchester Metropolitan University	<1%

11	Internet	hrmars.com	<1%
12	Internet	jalt.com.pk	<1%
13	Internet	opentesol.org	<1%
14	Internet	www.frontiersin.org	<1%
15	Internet	nsbm.ac.lk	<1%
16	Internet	pure.uj.ac.za	<1%
17	Internet	www.academypublication.com	<1%
18	Internet	www.mdpi.com	<1%
19	Internet	www2.mdpi.com	<1%
20	Publication	Dillip K. Das. "Problem-Based Learning for Engineering Education - Developing th...	<1%
21	Internet	lppm.tazkia.ac.id	<1%
22	Internet	pressbooks.openeducationalberta.ca	<1%
23	Publication	Dhanar Intan Surya Saputra, Riyanto, Irma Darmayanti, Adam Prayogo Kuncoro. ...	<1%
24	Publication	Nana Wulandari, Nur Rohmah Hayati. "Strategy for the Use of Tahfidz Mentoring ...	<1%

25	Internet	discoverarchive.vanderbilt.edu	<1%
26	Internet	jrssem.publikasiindonesia.id	<1%
27	Student papers	Swinburne University of Technology	<1%
28	Internet	www.studenthandouts.com	<1%
29	Student papers	Istanbul Aydin University	<1%
30	Student papers	The Hong Kong Institute of Education	<1%
31	Internet	ejournal.seaninstitute.or.id	<1%
32	Internet	www.internationaljournalcorner.com	<1%
33	Internet	www.science-gate.com	<1%
34	Internet	ccc.edu.ph	<1%
35	Internet	diser.springeropen.com	<1%
36	Internet	im.tea.texas.gov	<1%
37	Internet	jurnal.ugj.ac.id	<1%
38	Internet	repository.usd.ac.id	<1%

39	Internet	slejournal.springeropen.com	<1%
40	Internet	www.naun.org	<1%
41	Internet	www.sciencegate.app	<1%
42	Publication	"Intelligent Computing", Springer Science and Business Media LLC, 2024	<1%
43	Publication	Alexandre de sousa Guterres, Joao da Costa Freitas. "THE EFFECT OF MARKETING ...	<1%
44	Publication	Dejian Liu, Ronghuai Huang, Ying Chen, Michael Agyemang Adarkwah, Xiangling ...	<1%
45	Publication	Endro Dwi Hatmanto, Mariska Intan Sari. "Aligning Theory and Practice: Leveragi...	<1%
46	Publication	Mark Feng Teng. ""ChatGPT is the companion, not enemies"": EFL learners' percep...	<1%
47	Publication	Rosiana Nur Fazri, Ali Mustadi. "Learning Cycle 5E", Proceedings of the 4th Intern...	<1%
48	Publication	Syamsul Sodiq, Mohammad Rokib. "Indonesian students' use of Chat Generative ...	<1%
49	Publication	Tossapon Katongtung, Nakorn Tippayawong, Korrakot Y. Tippayawong, Manuel ...	<1%
50	Publication	Wagdi Rashad Ali Bin-Hady, Abdu Al-Kadi, Abduljalil Hazaea, Jamal Kaid Mohamm...	<1%
51	Internet	conference.pixel-online.net	<1%
52	Internet	idealogyjournal.com	<1%

53	Internet	j-kagedu.or.kr	<1%
54	Internet	jurnal.ulb.ac.id	<1%
55	Internet	ojs.unm.ac.id	<1%
56	Internet	prosiding.arab-um.com	<1%
57	Internet	readingmatrix.com	<1%
58	Internet	www.e-journal.stkipsiliwangi.ac.id	<1%

DOI: <https://doi.org/10.58194/eloquence>

Language Development Center, IAIN Sultan Amai Gorontalo

<https://ejournal.iaingorontalo.ac.id/index.php/ELOQUENCE>

E ISSN 2964-9277

Vol. 4 No. 3, December 2025

pp. 664 - 682

Utilizing Artificial Intelligence and ChatGPT in English Learning: Students' Perception and Challenges

Nur Hasanah¹ (✉) UIN Kiai Ageng Muhammad Besari Ponorogo, Indonesia¹

hasanahnur@uinponorogo.ac.id¹

Nur Aini Syah² UIN Kiai Ageng Muhammad Besari Ponorogo, Indonesia²

nuraini@uinponorogo.ac.id²

<https://doi.org/10.58194/eloquence.v4i3.3110>

Corresponding Author: ✉ Nur Hasanah

Article History	ABSTRACT
Received 15-09-2025 Accepted: 11-11-2025 Published: 22-12-2025	<p>Background: The use of Artificial Intelligence (AI) technologies in teaching and learning at universities is unavoidable trend in the Industry 4.0 age. This study uniquely integrates the 5E learning model with ChatGPT in a real EFL classroom context, which is till underexplored in Indonesian tertiary education.</p> <p>Purpose: The aims of this research are to investigate students' perception and experience of using AI technology application in English Classes and their challenges. It focuses on the influence of ChatGPT in the five aspects of 5E learning, namely engagement, exploration, explanation, elaboration, and evaluation, which were analyzed from questionnaire and interview.</p> <p>Method: The Students having experience using chat GPT of General English class at the second semester in State Islamic University Ponorogo took part in this study. This study employed mixed methods (quantitative and qualitative research approach), with data being gathered via questionnaire and interview.</p> <p>Results and Discussion: The finding based on students' perception indicate that artificial intelligence can be an effective tool to aid student in English teaching and learning process. The students showed positive view of ChatGPT (M=2,7-3,02) in the learning process, including in the 5E learning model. The students felt that ChatGPT helped to increase their engagement and enthusiasm for learning English. ChatGPT not only facilitates understanding and build English language skill but also provides an interesting and interactive learning experience. However, some students meet challenges such as limiting access, signal strength, inaccurate answers, and a lack of prompts. Another challenge is AI can make some students feel lazy to learn and depend on AI tools.</p> <p>Conclusions and Implications: It is suggested that using AI should be followed by prompt formulation training and be done by considering other reference sources both books and journals and should be balanced with human interaction in Language Learning. By comparing several reference sources and interacting with humans, it will help students gain a broader perspective and avoid laziness of thinking and dependence on AI.</p>
Keywords:	<i>Artificial Intelligence (AI); ChatGPT; English Language Learning; 5E Learning Model; Students' Perception; Challenges</i>
	ABSTRAK

Latar Belakang: Penggunaan teknologi kecerdasan buatan (AI) dalam pembelajaran dan pengajaran di perguruan tinggi menjadi trend yang tidak bisa dihindari di era industri 4.0. Penelitian ini secara unik mengintegrasikan model pembelajaran 5E dengan ChatGPT dalam konteks kelas bahasa Inggris sebagai bahasa asing (EFL) yang nyata, yang hingga saat ini masih kurang dieksplorasi dalam pendidikan tinggi di Indonesia.

Tujuan: Tujuan dari penelitian ini untuk meneliti persepsi dan pengalaman mahasiswa terhadap penggunaan aplikasi AI dalam pembelajaran bahasa Inggris dan tantangannya. Fokusnya adalah pengaruh ChatGPT terhadap lima aspek pembelajaran 5E yaitu keterlibatan, eksplorasi, penjelasan, elaborasi dan evaluasi yang dianalisis lewat questionnaire dan wawancara.

Metode: Mahasiswa yang memiliki pengalaman menggunakan ChatGPT dalam kelas Bahasa Inggris pada semester dua di UIN Kiai Ageng Muhammad Besari Ponorogo ikut serta dalam penelitian ini. Penelitian ini menggunakan penelitian campuran (pendekatan kuantitatif dan kualitatif), dengan data pengumpulan melalui kuesioner dan wawancara.

Hasil dan Pembahasan: berdasarkan persepsi mahasiswa, hasil menunjukkan bahwa AI dapat menjadi alat yang efektif untuk membantu proses pengajaran dan pembelajaran Bahasa Inggris. Mahasiswa menunjukkan pandangan yang positif terhadap penggunaan ChatGPT ($M=2,7-3,02$) dalam proses pembelajaran, termasuk dalam model pembelajaran menggunakan 5E. Mereka merasa ChatGPT membantu meningkatkan keterlibatan dan semangat belajar bahasa Inggris. ChatGPT bukan hanya mempermudah pemahaman dan membangun ketrampilan berbahasa Inggris, tetapi juga memberikan pengalaman belajar yang menarik dan interaktif. Namun, beberapa mahasiswa menghadapi tantangan seperti keterbatasan akses, kekuatan sinyal yang lemah, jawaban yang tidak akurat dan kurangnya petunjuk. Tantangan lain adalah AI dapat membuat beberapa mahasiswa merasa malas untuk belajar dan bergantung pada penggunaan AI.

Kesimpulan dan Implikasi: Disarankan agar penggunaan kecerdasan buatan (AI) diikuti pelatihan pembuatan prompt dan dilakukan dengan mempertimbangkan sumber referensi lain, baik dari buku maupun jurnal, serta harus diimbangi dengan interaksi antar manusia dalam pembelajaran bahasa. Dengan membandingkan beberapa sumber referensi dan berinteraksi dengan manusia, hal ini akan membantu siswa memperoleh perspektif yang lebih luas dan menghindari kemalasan berfikir serta ketergantungan pada AI.

Kata Kunci

Kecerdasan Buatan (AI); ChatGPT; Pembelajaran Bahasa Inggris; Model Pembelajaran 5E; Persepsi Mahasiswa; Tantangan



Copyright: © 2025 by the author(s).

This is open access article under the

[Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

INTRODUCTION

Technology integration for education is probably unavoidable in this fourth industrial revolution. Technology has been used extensively in the field of education, especially English language learning, particularly in the last ten years. It offers fresh chances for ELT to develop more dynamic, successful, and captivating learning experiences. The usage of digital tools is intimately linked to the integration of technology in education.[1] Learning Management Systems (LMS) like Moodle or Google Classroom; interactive apps like Duolingo, Quizizz, or Kahoot! and artificial intelligence (AI) tools like Google Gemini, ChatGPT, or Grammarly that improve interaction and personalized learning are examples of "active" tools. Tools are instruments or devices that facilitate interaction, practice, or evaluation in learning.

In 2024, the Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) released *Panduan Penggunaan Generative Artificial Intelligence (GenAI) pada Pembelajaran di Perguruan Tinggi* in response to these advancements.[2] This policy promotes the ethical and appropriate application of AI in higher education, particularly to help students' digital literacy and academic growth.[3] The paper emphasizes how crucial it is to include AI into creative learning approaches that complement curriculum goals rather of just using it as a tool. Since AI is founded on the concept of building computers with human intelligence that can learn from experience, process, analyse, and interact with data to enhance their performance over time, it may open the door for more individualized and adaptable learning approaches.[4]

AI plays important role in current teaching and learning process.[5] AI in language acquisition makes it possible to provide individualized instruction. Additionally, it may be used to learn error analysis, generate conversation simulations to improve speaking abilities, and provide automated feedback.[6] As a result, artificial intelligence (AI) can facilitate more immersive learning experiences in addition to making teaching and learning simpler.[7] The Kemendikbudristek guidebook mentions a number of AI platforms, such as DALL-E 3, an AI for image generation and visual design; StoryLab.AI, which is useful for content writing and creative story ideas; ChatGPT, which is renowned for its versatility in general use; and Gemini, which is thought to be appropriate for analytical tasks and academic or professional contexts. The release of this guideline shows that artificial intelligence (AI) is being used more and more in Indonesian education, particularly at the university level.[2]

ChatGPT (Generative Pre-trained Transformer) is a recently launched artificial intelligence chatbot by OpenAI (a for-profit artificial intelligence research lab) designed to generate detailed text responses and/or provide clear answers to any question.[6] ChatGPT combines advanced Natural Language Processing (NLP) and multimodal capabilities to interact with users through various media, such as text, images, and audios.[8] These capability allows for a more interactive and immersive learning experience.

Initial observation made by researchers shows that many students use ChatGPT for various reasons. First, they find ChatGPT very easy to use, so it can be accessed and used without technical difficulties. Second, ChatGPT is considered very helpful in completing tasks, finding information and developing ideas because of its ability to provide quick answers. Third, ChatGPT's popularity among young people makes it familiar and convenient tool to use, so its use has become a widespread trend in academic circles. This shows that ChatGPT is not only a technological tool, but also part of the learning style and digital interaction of today's students.

While a number of previous studies have emphasized the use of ChatGPT in learning writing as an aid to text creation and writing quality improvement [9], It is recommended for further researchers to explore other aspects besides writing skills in English, research the differences in EFL stages and the role of teachers in the English context, as well as conduct research on the use of ChatGPT in various time periods.[10] In addition, studies that examine the overall use of ChatGPT in the context of English language learning, involving other aspects such as listening, speaking, reading, and vocabulary development, are still very limited. This opens up space for more comprehensive research to explore users' perceptions, in this case students towards the utilization of ChatGPT holistically.

Beside that, in particular, English students are expected to achieve advanced proficiency in receptive skills (reading and listening), productive skills (writing and speaking), as well as linguistic aspects (grammar, vocabulary, and pronunciation). Education learners face several challenges in acquiring language skills. According to constructivism perspective, the challenges include a lack of opportunities for meaningful interaction, limited involvement in problem solving and critical thinking processes, anxiety, low self-confidence, and varying learner experiences.[11] To address

these issues, constructivism offers a valuable perspective by understanding how learners construct knowledge through experience, active engagement, and reflection. This theory emphasizes the importance of learning environments that encourage exploration, interaction, and the use of real-life context.[12] According to the constructivist view, learning environments that involve active participation and real-world applications are essential.[13] In this matter, technology integration can serve as a powerful medium to facilitate such experiences in language learning.

The utilization of ChatGPT in language learning is in line with the constructivist theory, which emphasizes that learning is an active process in which individuals construct their own knowledge. Rather than passively receiving information, students are actively involved in the learning process, connecting new knowledge with knowledge they already possess.[11] Constructivist theory also holds that practical experience and reflection are important in learning.[13] In this context, ChatGPT acts as a tool that allows students to actively build their English language acquisition through interactive learning and practical experience.

While prior studies have examined ChatGPT's utility in writing or grammar correction[9], [10], no research has systematically mapped its impact across the full 5E learning cycle within an Indonesia EFL setting. This study fills that gap by providing a holistic, phase-specific analysis of students' perception and challenge, grounded in constructivist pedagogy. This study was designed to explore students' perception of the use of ChatGPT in English language learning and identify the challenges they face, while seeking effective strategies to overcome these obstacles. With the aim to provide a comprehensive empirical contribution in the development of more inclusive and effective AI-based language learning technologies, the problem formulations raised in this study are: How do students' perception towards the use of ChatGPT in English language learning? What challenges do students face in using ChatGPT and how to overcome these challenges?

LITERATURE REVIEW

2.1. AI and The Transformation of Language Learning

Nowadays in the digitalized era, technology has entered the realm of education and plays an important role in English language learning.[5], [14] Language learning apps, online platforms, and AI tools such as chatbots and automatic translators provide rich and interactive resources for ELLs. Communicative approaches and task-based learning, which emphasize language use in real contexts, are further strengthened by the integration of technology. In addition, online learning and blended learning, which combine online and face-to-face learning, offer greater flexibility and accessibility for ELLs. The use of social media is also becoming increasingly popular in ELLs, as it provides a platform for social interaction and authentic language practice. Recent developments in ELL also include an increased focus on developing 21st century skills [15], such as digital literacy, critical thinking and collaboration, which are essential for success in the age of globalization.

2.2. ChatGPT as a Pedagogical Tool: Capabilities and Application in English Language Learning

ChatGPT is a type of generative artificial intelligence (AI), a broader term for technologies capable of creating practically endless amounts of fresh information. ChatGPT is a robust web-based large language model that can sort through textual data and provide unique responses to prompts that a user enters.[7] Prompts can be designed in a variety of ways to tailor responses to any language competence level, user knowledge of content, the voice or style of historical individuals, or specific rhetorical styles or forms. Even though AI tools have changed throughout time, ChatGPT has impacted a wide range of fields, possibly due to its quick development and public availability (Holmes & Tuomi, 2023). Tlili et al. (2023) point out that "while ChatGPT's primary function was to mimic human conversation, its capabilities extend far beyond that; it can literally create new things, such as a poem, story or novel, or act like anything within its capability". ChatGPT's capacity to generate a variety of outputs has enormous ramifications for educators.

ChatGPT in EFL education can improve language proficiency of learners and basic language skills of speaking, listening, reading, grammar, vocabulary, and especially writing, as well as its ability to increase motivation and engagement, enhance learner autonomy, and provide individualized learning opportunities.[16] The use of ChatGPT in learning also increases student engagement, facilitates critical thinking, and provides feedback that supports adaptive learning.[17] However, it is important to use it with guidance to avoid dependency and maintain independent critical thinking activities. ChatGPT provides quick access to learning resources, supports creativity, and can be integrated in digital learning systems such as Learning Management System (LMS), thus improving the effectiveness and efficiency of English language learning.[16]

In theory, ChatGPT is based on the development of a generative language model that can facilitate a personalized and interactive learning experience[18], with the ability to respond to questions and provide real-time relevant feedback.[19] This helps bridge the gap between students' current understanding and desired learning goals. As such, ChatGPT is an innovative tool that supports the development of English language skills that are effective, adaptive and responsive to learners' individual needs.[20]

2.3. The 5E Learning Cycle: A Constructivist Framework for Technology Integration

Constructivism paradigm seeks to understand the complex world of real experiences from the point of view of the individuals who live in it, in order to find out the meaning, definition and understanding of the perpetrators of a reality.[21] The importance of prior knowledge or beliefs relevant to the experience is emphasized in constructivism.[22] It is influenced by the symbolic interaction perspective and the functional structure perspective. Experiential constructivism is a learning approach that emphasizes the importance of direct experience in the process of constructing knowledge.[23] It highlights that the most effective learning occurs through direct experiences that are relevant to students' lives, which means learning should be hands-on, authentic, and related to real situations. Effective learning does not only occur through theory, but also through active involvement and real experiences experienced by students.[24]

The 5E learning cycle model has a constructivist approach that consist of five stages, namely engagement, exploration, explanation, elaboration, and evaluation.[25, p. 129] Students can construct knowledge and experiences by actively, meaningfully learning content by working and thinking independently or in a group during the stages of the 5E Learning model, allowing them to master the skill that must be acquired in learning.[26] The purpose of constructivism is to understand correctly and reconstruct various constructions previously held by others and have things open to interpretation with the development of advanced technology (Denzin and Yvonna, 2018). The 5E learning cycle model is an effective approach for enhancing student-centered learning[27, p. 228] across various educational contexts.[28]

This research theory concept integrates the 5E learning model (Engagement, Exploration, Explanation, Elaboration, Evaluation) within a constructivist framework, with ChatGPT as the primary dialogic partner in English language learning. In the Engage phase, ChatGPT activates prior knowledge and stimulates curiosity through contextual questions; Explore allows for direct exploration via interactive conversation simulations; Explain helps students articulate their understanding through explanations and reformulations; Elaborate expands skills to authentic tasks through in-depth discussion; and Evaluate encourages critical reflection by comparing ChatGPT's output with other sources. This approach strengthens active knowledge construction, complements the role of teachers, and improves the quality of independent and reflective language learning.

2.4. Students' Perception and Challenges in AI-Assisted Learning

Students view often report that ChatGPT aids the *engagement* phase by stimulating curiosity and motivation through interactive chats that mimic natural conversation, which increases their willingness to practice English actively.[20] During the *exploration* and *explanation* stages, ChatGPT provides instant responses to inquiries and language-related challenges, allowing learners to explore language structures and vocabulary independently, thus supporting constructivist principles of knowledge construction through authentic and meaningful experiences.[18][19] The tool also facilitates the *elaboration* phase by helping students expand their language use creatively, while the *evaluation* stage benefits from ChatGPT's immediate feedback, enabling learners to assess their progress and adjust their learning strategies accordingly.[26]

Nonetheless, the positive perceptions are tempered by several challenges. Students have reported issues such as limited or intermittent internet access and weak signal strength, which hinder consistent usage of ChatGPT. Additionally, inaccurate or sometimes irrelevant AI-generated answers reduce learner trust and create confusion, affecting the quality of the exploration and explanation phases.[7] A notable challenge is students' difficulty in crafting effective prompts, which is crucial for obtaining meaningful responses and fully leveraging the AI's capabilities.

More importantly, some students exhibit tendencies toward overdependence on ChatGPT, leading to decreased motivation to engage in independent learning and critical thinking, raising concerns about reduced cognitive effort and academic laziness.[17] This poses a threat to the foundational goal of constructivist learning, which emphasizes active meaning-making and autonomy.[30] Therefore, balancing AI use with traditional learning resources such as textbooks and human interactions is advised to enrich perspectives and mitigate dependency.

2.5. Research Gap and Theoretical Positioning

Previous studies have comprehensively confirmed tool in supporting the learning process, both in terms of increasing interaction and improving material comprehension. However, although the general benefits of ChatGPT have been widely recognized, these studies tend to neglect analysis focused on the specific application of ChatGPT in each stage of learning based on the 5E framework (Engage, Explore, Explain, Elaborate, Evaluate). In addition, most existing studies have not adapted this framework to the context of education in Indonesia. This study fills this gap by conducting an in-depth analysis of implementation of ChatGPT in each phase of 5E, while also examining how the integration of this technology can improve the quality of learning in an effective and relevant manner in the Indonesian Educational setting.

METHOD

3.1 Research Design

This study was conducted in the English Language Class of The Madrasah Ibtidaiyah (Primary School) Teacher Education Study Programme utilizing a mixed method (quantitative and qualitative approach), which included a survey and an interview. Because the purpose of this study was to collect data on student perceptions, the survey technique was chosen because it allows for the collection of information on a wide range of topics, including people's attitudes, beliefs, and experiences, from a large number of participants in a short period of time.

3.2 Participant

The sample for this study was chosen based on the participant's prior experience with ChatGPT. Purposive sampling is defined as picking a sample based on specific characteristics. Participants in this study included 108 students who had previously used ChatGPT for learning and had expertise with the tool. The study included four classrooms of second-year students learning English: class A, B, C and D class of Madrasah Ibtidaiyah (Primary School) Teacher

Education, with around 30 students of each class. The Utilizing of ChatGPT is not limited only on English writing aspect, but all aspect of English Language such as in pronunciation, vocabulary, listening, and writing. The English teaching learning process uses 5E learning cycle model of a constructivist approach that consist of engagement, exploration, explanation, elaboration, and evaluation. This Questionnaire treatment was created to provide students who has experience and practice using ChatGPT for English Language learning process.

3.3 Instruments and Data Collection

Data were collected using two primary instruments: a close-ended questionnaire and semi-structured interviews. The questionnaire consisted of 25 questionnaires compiled based on theoretical studies and relevant previous study. This questionnaire has been tested for quality through validity and reliability tests using SPSS software, ensuring that the instrument is capable of measuring variables accurately and consistently. Validity testing was conducted using Pearson's Product Moment correlation processed through SPSS.

Table 3.1. Validity

No Item	r-value	r-table	description
1	0.445	0.195	valid
2	0.524	0.195	valid
3	0.562	0.195	valid
4	0.763	0.195	valid
5	0.547	0.195	valid
6	0.637	0.195	valid
7	0.521	0.195	valid
8	0.598	0.195	valid
9	0.702	0.195	valid
10	0.671	0.195	valid
11	0.471	0.195	valid
12	0.540	0.195	valid
13	0.685	0.195	valid
14	0.506	0.195	valid
15	0.740	0.195	valid
16	0.596	0.195	valid
17	0.527	0.195	valid
18	0.654	0.195	valid
19	0.588	0.195	valid
20	0.487	0.195	valid
21	0.519	0.195	valid
22	0.387	0.195	valid
23	0.352	0.195	valid
24	0.572	0.195	valid
25	0.455	0.195	valid

The results of the validity test of the questionnaire instrument with 25 statement items are presented in Table 3.1. Based on the SPSS output, all items have a calculated r value greater than the table r, which is 0.195 at a significance level of 5% with degrees of freedom (df) = n - 2. Thus, all items are declared valid. The test results show that Cronbach's Alpha value for the questionnaire is 0.91, which is greater than the minimum reliability threshold of 0.70. Thus, this research instrument is considered reliable, meaning that the instrument used can be trusted to collect accurate and consistent data.

3.4 Data Analysis

The students' opinions and attitudes were measured using a Likert scale with four rating categories: strongly agree (SA), agree (A), disagree (D), and severely disagree (SD). Allen and Seaman (2007) show how the replies might be compressed into condensed categories for examination. Scales are shortened to an even number of categories in order to exclude the "neutral" choice. This Likert scale was employed with an even number of scale points to ensure that there is no escape category for pupils who are unable or unwilling to make a judgment. Even-numbered Likert scales require respondents to commit to a specific position. As a result, students must choose a tendency and support or oppose a proposition. To analyze the results of the data collected from the questionnaire, each item on the scale was scored, namely 4 points for strongly agree (SA), 3 points for Agree (A), 2 points for Disagree (D), and 1 point for Strongly Disagree (SD). To facilitate the interpretation of the data, the mean scores were converted to a scale of 00 -4,00 and interpreted using criteria modified from Ary et al. (2014). This technique resulted in a uniform and simply understandable data structure, ensuring comparability with previous research. The converted mean scores were separated into four categories: 0,0 –1,0 (strongly negative), 1,1 –2,0 (negative), 2,1 –3,0 (positive), and 3,1 –4,0 (strongly positive). This criterion was utilized to provide a clear and practical interpretation of the data, hence simplifying the transmission of the study's findings. Although different criteria might be examined, this approach was chosen because it is feasible, comparable to existing research, and aligns with known approaches in the field.

For Interview data were analyzed thematically using Braun and Clarke's six-phase framework, which included familiarization, coding, theme formulation, review, definition, and reporting.[31] The researcher served as the primary facilitator and analyst, with an impartial peer reviewing the coding process to guarantee uniformity. Methodological triangulation was used to compare questionnaire and interview data, and member verification was done to ensure the accuracy of interpretation.[31] These strategies increased the reliability of the findings.

RESULT AND DISCUSSION

Result

Students' Perception towards the utilizing of ChatGPT in English Language Learning

The results of the questionnaire pertain exclusively to students who have utilized ChatGPT in English Language Learning. At the outset of the questionnaire, the researcher inquired whether the students of Madrasah Ibtidayah (Primary School) Teacher Education Program at FTIK UIN Ponorogo had used ChatGPT during the English teaching and learning process during the second semester of the 2024/2025 academic year. Consequently, students who had not used ChatGPT in the English Language Learning process were excluded from the study.

This questionnaire was consist of 25 items with four options. The questionnaire data processing revealed that students generally responded positively to the utilizing ChatGPT in the English Language Learning. Table 1 displays the mean score derived from each questionnaire items, which is divided by each aspects.

Table 1. Mean Score of Aspect of Students' Perception of Utilizing ChatGPT in The English Language Learning

No.	Aspect	Items	Mean	Interpretation
1	Engagement	5	2.70	Positive
2	Exploration	5	2.96	Positive
3	Explanation	5	3.02	Positive
4	Elaboration	5	2.93	Positive

5	Evaluation	5	3.01	Positive
---	------------	---	------	----------

Table 1 shows that the students respond positively to all parts of the questionnaire. Engagement, exploration, explanation, elaboration and evaluation show positive respond. In other word, students generally have a positive opinion of ChatGPT utilization in the English Language Learning. The finding presented above demonstrates that using ChatGPT can help the students in Learning of English Language, it was showed from their engagement such as their interest, their frequently used ChatGPT, their feeling and increasing students' confident. Besides the students' interest in learning experience, it can be seen from students' activeness of exploring ChatGPT in learning, reexplaining ability from learning experience, developing knowledge from ChatGPT information, assessing relevance and information accuracy.

Table 2 lists the questionnaire items pertaining to the engagement category along with the percentage of replies from the students. The pupils replied well to almost everything. Every student found that utilizing ChatGPT is interesting. Students generally concurred that ChatGPT made learning English more fun and not boring in the class. Students showed the engagement from frequently use ChatGPT in checking grammatical and English writing, and ChatGPT make them feel more confidence when learning about English.

Table 2. Statements in Aspect of Engagement

No	Items	Students' response			
		SD	D	A	SA
1	I was interested to try ChatGPT when I first heard about it.	2.78%	13.89%	60.19%	23.15%
2	I feel ChatGPT makes learning English more fun	5.56%	27.78%	53.70%	12.96%
3	I often use ChatGPT to check grammatical and English Writing	6.48%	25.93%	51.85%	15.74%
4	I often use information from ChatGPT in completing the task or make discussion in the class.	9.26%	32.41%	50.00%	8.33%
5	I feel more confident in Learning English after using ChatGPT	13.89%	36.11%	47.22%	2.78%

Table 3 also shows that the students' exploration, it can be seen from students' exploration when they use ChatGPT, it is not only for checking grammatical and writing, but also for listening and speaking such as asking audio recommendation, voice transcription, dialogue exercise or question and answer. The student also uses ChatGPT for reading and writing exercise such as asking feedback, correct the sentence and arrange the sentence when they stuck to write. Students also explore ChatGPT to enlarge the vocabulary, and also the students explore many prompts in ChatGPT to get relevant answers.

Table 3. Statements in Aspect of Exploration

No	Items	Students' response			
		SD	D	A	SA
1	I like to explore some features in ChatGPT to learn English	7.41%	23.15%	47.22%	22.22%
2	I use ChatGPT for Listening and Speaking Exercise (such as asking audio recommendation, voice transcription, dialogue exercise or question and answer.	7.41%	18.52%	51.85%	22.22%

3	I use ChatGPT for Reading and Writing Exercise (such as asking feedback, correct the sentences, arrange the paragraph)	0.93%	15.74%	47.22%	36.11%
4	I use ChatGPT to enrich my vocabulary	4.63%	22.22%	51.85%	21.30%
5	I try again or change the prompt when ChatGPT answer is not relevant.	3.70%	14.81%	60.19%	21.30%

The next table is Table 4 which shows the percentage of students' responses connect to the explanation perception of ChatGPT, the majority students agree that Utilizing ChatGPT might encourage and boost their understanding and explanation in English Language Learning. They also demonstrated good understanding to achieve good presentation with ChatGPT and help them complete the task and having discussion in the class, the students also realize the explanation they got influenced by their question and command.

Table 4. Statements in Aspect of Explanation

No	Item	Students' response			
		SD	D	A	SA
1	I feel the explanation from ChatGPT help me to understand the English material easier.	5.56%	9.26%	53.70%	31.48%
2	I can re-explain the information from ChatGPT in my own language.	3.70%	10.19%	53.70%	32.41%
3	I often use ChatGPT to help making presentation	2.78%	23.15%	54.63%	19.44%
4	I use information from ChatGPT in doing the task or have discussion in the class.	1.85%	23.15%	58.33%	16.67%
5	I realize that explanation got from ChatGPT influenced by question and command that I give	0.93%	16.67%	57.41%	25.00%

Based on the predominantly positive survey results, students' perceptions of the use of ChatGPT from the aspect of elaboration show that the majority of students utilize information from ChatGPT effectively to develop English assignments and exercises. They also use it as a means to reinforce their existing knowledge. Students realize the importance of the quality of the prompts given, as it greatly affects the detail and relevance of the responses generated by ChatGPT. In addition, they actively make revisions and modifications to the prompts when the results obtained are not as expected, showing a reflective and adaptive attitude in the use of this technology. Not only that, but students also make the results from ChatGPT as discussion material with friends, which adds a collaborative dimension to their learning process. Overall, this reflects that students do not only use ChatGPT passively but also elaborate information in a critical and interactive way to improve the quality of their learning.

Table 5. Statements in Elaboration

No	Elaboration	Students' response			
		SD	D	A	SA
1	I use information from ChatGPT to develop the task and English Exercise	6.48%	28.70%	56.48%	8.33%
2	I use information from ChatGPT to reinforce knowledge I have	4.63%	30.56%	55.56%	9.26%
3	I realize that the prompt I give affecting the detail respond of ChatGPT	0.93%	16.67%	57.41%	25.00%

4	I often try again or modify the prompt when ChatGPT can't give the result as what I want	1.85%	17.59%	52.78%	27.78%
5	I discuss the result of ChatGPT with my friend	4.63%	9.26%	50.93%	35.19%

Based on the survey results with a predominance of positive responses, students' perceptions of the use of ChatGPT from the evaluation aspect show that students actively conduct critical assessments of the information obtained. They are used to evaluating the correctness of ChatGPT answers before using it by comparing the information with other reliable sources, such as books or Google Scholar. Although some students experienced technical problems such as long loading times, internet connection problems, or truncated answers, they showed a proactive response by changing devices or refreshing the page to overcome the disruption. In general, the majority of students felt that the answers provided by ChatGPT met their needs and had a satisfactory level of accuracy. Thus, the use of ChatGPT is not only a practical tool but also accompanied by an evaluative attitude that ensures the quality and reliability of the information used in the learning process.

Table 6. Statements in Evaluation

No	Evaluation	Students' response			
		SD	D	A	SA
1	I evaluate the truth of ChatGPT information before I use it	1.85%	12.96%	46.30%	38.89%
2	I compare ChatGPT answer with other sources such as from book or Google Scholar,	0.93%	6.48%	41.67%	50.93%
3	I often experience technical problem when I use ChatGPT (Such as too long answer loading time, internet connection problem, incomplete/ cut answer)	2.78%	19.44%	44.44%	33.33%
4	I change devices or refresh the page when a technical glitch occurred on ChatGPT.	2.78%	23.15%	54.63%	19.44%
5	I felt that the answers from ChatGPT matched what I wanted and were quite accurate.	8.33%	42.59%	46.30%	2.78%

According to the results of a questionnaire distributed to students, Utilizing ChatGPT was helpful in English Language Learning Process. The Finding revealed that students had a generally positive opinion of Utilizing ChatGPT, with aspect such engagement, exploration, explanation, elaboration and evaluation. In addition to administering questionnaires, the researchers conducted interviews with a group of students, who provided valuable insights into their experiences with and perception of Using ChatGPT in the context of English Language Learning, such as engagement, exploration, explanation, elaboration and evaluation.

Interview Result of Students' Perception Towards Utilizing of ChatGPT in English Language Learning

The researcher asked the students about their frequent for engagement aspect, the researcher asked for more the interview results show that students have good perception about ChatGPT as an interesting learning medium and helps to increase students' engagement in learning English. A27 said "Most of the time I use it, I find the English subject very enjoyable because I can find more vocabulary and it helps me to translate English papers". While the A72 said "I Often use ChatGPT because it makes me easier to find materials and resources. We don't have trouble finding references to study. So, learning English becomes more fun". Also, A9 explained as below:

"I quite often use it; I am very helped by the use of ChatGPT. In fact, I think it is more fun because I can understand the material better, and I feel happy when I can get the

right answer. the combination of ChatGPT information with journals or my own thoughts, it gives a more accurate answer and help me to understand information easier.”

This feedback highlights the positive impact of ChatGPT on students' motivation and engagement, suggesting its potential as an effective tool to support and enhance the language learning process.

For the exploration aspect from the interviews, students indicated that ChatGPT was very helpful in the process of exploring English learning materials. Student A35 said “ChatGPT can be used for ask anything, such as search something I don't know, including finding answers to questions I don't understand, and help me write in English.”, and A33 mentioned “I use ChatGPT to translate languages, correct grammar, and find reference sources”. It is supported by the statement of A44 as below:

“The features most often I use in ChatGPT are answering questions, summarizing or explaining text, helping with writing or improving writing, translating language, and giving ideas or inspiration. I like these features because they are fast, easy to use, and very helpful in learning English.”

These responses demonstrated that ChatGPT effectively supports students in their exploratory learning activities by providing quick and accessible assistance, thereby enhancing their overall English learning experience.

For explanation aspect, Students revealed that ChatGPT significantly assisted them in providing explanations that support the English learning process, especially in the context of academic tasks such as paper writing and group discussions. A35 said “I usually use ChatGPT to help me making a paper, from finding subchapters, to finding the right title for various topics”. It is supported by student A33 said “I become more helpful when got confusion and ChatGPT made me easier to having group discussion”. Another respondent also gave good perspective about explanation aspect of utilizing ChatGPT for English Learning process, A36 students' statement as below:

“Sometimes I don't understand something, well after being explained by ChatGPT I understand more clearly, because it uses everyday language that I usually use. During English presentations I also often use ChatGPT for discussion because the answers from ChatGPT are more concise and shorten the time, but the answers are still accurate. When I was learning the journal article then I got a problem to understand it, I also asked ChatGPT to re-explain it.”

These insights illustrate how ChatGPT serves as a valuable explanatory tool that enhances students' comprehension and efficiency in academic tasks, ultimately contributing to a more effective and collaborative English learning experience.

In elaboration aspect, students showed critical and reflective attitudes when using ChatGPT in English learning. Although they felt interested and curious about the information provided by ChatGPT, some of them admitted to experiencing confusion or doubt over the answers obtained. This encouraged them to not immediately accept the results of ChatGPT absolutely, but rather to conduct further verification. It can be seen from the respond of students when researcher give them question “When the answer from ChatGPT is different from your previous understanding, how do you react? What do you do? Are you frustrated, challenged, or curious to find out more? A65 answered “Checking with a more trusted reference or usually asking people who I think know better (lecturers, or people who have broad insight). I feel curious to find it out”. Meanwhile A45 said “I seek other understanding from different sources and confirm again”. A34 also mentioned “Curious and a little doubtful. What I do is compare with other sources and ask again”. These responses highlight students' ability to critically analyze and elaborate on information received,

fostering a reflective and autonomous learning mindset. This elaborative approach ultimately enhances their critical thinking skills and deepens their understanding, making ChatGPT a valuable tool within a guided and discerning learning process.

The interview results confirm that students use ChatGPT with a careful and balanced evaluation approach. They utilize this technology as an effective learning medium while ensuring accuracy through comparison with other credible sources. Student A56 said "I usually evaluate by comparing with other sources such as books, journals, dictionaries, articles, or people who know more. I think this helps strengthen my understanding", followed by A67 also said "Sometimes I don't take all the information from ChatGPT, but I also look for other references. Usually before using ChatGPT, I also search from other sources such as google scholar and then I compared to match the material" while A98 told "If the answer is not quite relevant, I will compare with another AI or other sources such as articles and journals. Sometimes this makes me doubt but sometimes it also strengthens my understanding". these evaluation practices reflect students' critical thinking and responsible use of technology, which are essential to maintaining the accuracy and credibility of the information they rely on during the learning process. This finding result supports the positive perceptions towards the use of ChatGPT in English language learning that have previously been revealed through questionnaire data.

Students' Challenges in The Utilizing of ChatGPT for English Language Learning

Based on the interview results, although students showed positive perceptions towards the use of ChatGPT in English learning, they also faced a number of challenges that were quite diverse. One of the most common challenges was the inaccuracy or lack of relevance of the explanations provided by ChatGPT. Some students stated that sometimes ChatGPT was not able to understand the exact meaning of their questions, so the answers provided were not as expected. A88 said "sometimes ChatGPT can't understand what I mean, so the answers given are not in accordance with what I want, this may also be influenced by the prompt I gave", A78 also said "The challenge I had when using the ChatGPT was when the answers didn't match the questions I gave. So, I need to make good prompt to get relevance answer as what I want".

In addition, technical issues were also a significant challenge. Many students experienced interruptions due to unstable internet connections, A78 said "Sometimes bad network problems make answers not appear or answers appear but have to wait a long time". It is similar with A79 said "it often stops or loads due to poor internet network, the incomplete answers, it's not relevant with what I want, sometimes the answers are ambiguous", A90 told "Frequent errors or poor internet connection".

In addition, some students realized that the easy access to ChatGPT could trigger a tendency of dependency, which could potentially reduce their independent thinking and active problem solving skills, such as A99 said "I think the challenge is when we use ChatGPT too much, we become dependent and prefer to get answers instantly without trying to think first". These challenges highlight the need for users to develop effective prompting skills and maintain critical awareness when interacting with ChatGPT. To address technical issues, improvements in infrastructure and stable internet access are essential. Moreover, fostering a balanced usage approach is crucial to prevent over-dependence, encouraging students to integrate ChatGPT as a complementary tool rather than a substitute for independent thinking and problem-solving. By acknowledging and tackling these challenges, educators and learners can maximize the potential of ChatGPT while mitigating its limitations in the English learning process.

Discussion

Students' Perception towards the utilizing of ChatGPT in English Language Learning Engagement Aspect

From the questionnaire findings supported by the interview results, the majority of students showed a positive response to the utilization of ChatGPT in learning English, with this technology considered to be able to increase learning engagement and motivation. ChatGPT helps enrich the learning experience through the ease of discovering new vocabulary and translating English documents, making the material more accessible and learning more interesting. On the other hand, some students use ChatGPT selectively as a tool to overcome difficulties, still prioritizing independent understanding in their learning process. It is supported by the previous study shows a significant portion of students have used ChatGPT because more useful than traditional search engines.[32] ChatGPT also can improve motivation of learning.[33] Most students believe that using ChatGPT helps improve their writing skills. Students perceive ChatGPT as making English Language learning more enjoyable and engaging. students view ChatGPT as a helpful tool for improving writing skills and making English learning more interesting.[15] These findings underscore the important role of ChatGPT in enhancing student engagement and motivation within English language learning. By combining technological support with students' active and selective use, ChatGPT not only facilitates a deeper understanding but also fosters a more dynamic and enjoyable learning environment. Consequently, integrating ChatGPT thoughtfully into language education can contribute significantly to improving learners' skills and sustaining their enthusiasm for continuous learning.

Exploration Aspect

The interview results show that students are greatly helped by ChatGPT in the process of exploring English learning materials. They use ChatGPT to find new information, answer difficult questions, and get help in writing English. It is line with previous research state that ChatGPT significantly improved students' writing performance in terms of grammatical accuracy, vocabulary richness, and text coherence.[10] This confirms the role of ChatGPT as an exploration tool that facilitates access to information quickly and widely.

The features that students use most often include answering questions, summarizing and explaining texts, helping with writing and improving writing, translating, and providing ideas or inspiration. The speed and ease of use of these features make ChatGPT a very effective resource in supporting the exploration of learning materials. It has several benefits, such as increased efficiency, improved accuracy, and cost savings.[34] ChatGPT's ability to understand human language also enables relevant answers and translations, making it easier for students to explore the material in depth and find the references they need.

Explanation Aspect

The interviews revealed that students found ChatGPT very helpful in providing explanations that support the English learning process, especially in academic tasks such as paper writing and group discussions. ChatGPT is used to find the right title, determine subchapters, and provide inspiration in writing, thus clarifying the structure and organizing ideas effectively. In group work, students used ChatGPT to check grammar and get creative ideas, while the content and presentation were still developed independently. This shows that ChatGPT acts as a supportive tool that encourages active thinking and collaboration between students. In addition, ChatGPT also serves as a discussion facilitator by providing short and accurate answers that help clarify concepts and save time.[34] ChatGPT is considered to be able to explain material in easy-to-understand language, improving understanding especially on complex topics such as journal articles. Some students also used it to organize the conclusion of the paper and enrich the variety of language in their writing. These finding are consistent with recent study, which discovered ChatGPT is beneficial for helping students in understanding materials and completing task , it is so simple to used and fast response.[35] Overall, the results of these interviews confirm that ChatGPT plays a significant role in simplifying the understanding of the material, accelerating the

discussion process, as well as providing inspiration in English learning, supporting previous data showing positive student responses.

Elaboration Aspect

Students actively compare ChatGPT answers with other more reliable sources, such as academic references, lecturers, or knowledgeable friends. They also sometimes modify questions to get more relevant answers, indicating an active elaboration process and efforts to optimize the use of ChatGPT as an adaptive learning tool. While students express uncertainty regarding the trustworthiness and accuracy of information provided by ChatGPT, they do recognize its potential to enhance their learning experience.[36] Overall, the interview results illustrate that students use ChatGPT with an open yet critical and reflective attitude. They utilize ChatGPT as one of the tools in the elaboration process of English learning, accompanied by efforts to ensure the validity and depth of understanding through searching and confirming information from various sources. This reinforces the positive results found in the previous questionnaire data.

Evaluation Aspect

The findings of the questionnaire and interviews show that students have a mature evaluative attitude in using ChatGPT as an English learning resource. They do not immediately accept information from ChatGPT but rather check and compare it with other more reliable sources, such as textbooks, journals, dictionaries, and credible English learning sites. This evaluation process is important for students to strengthen their understanding of the material. By comparing answers from ChatGPT with various references, they can explore, repeat and verify information according to the learning context. Students also use other media such as e-books, educational videos, and discussions with experienced people as part of the information validation. It is relevant with previous study stated that the role of ChatGPT is helpful students to develop a critical stance in English language learning. Participants did not blindly accept the information generated by ChatGPT, but rather evaluated its accuracy, relevance and specificity. These findings confirm that ChatGPT is used effectively with a careful evaluation approach, supporting the positive results that have emerged in previous questionnaire data.

Students' Challenges

Overall, although ChatGPT provides convenience and support in the process of learning English, challenges such as information inaccuracies, technical glitches, as well as the risk of dependency require more attention. What the students offered when they encountered these challenges was to try again by modifying the questions or prompts to ChatGPT in order to obtain more relevant and adequate answers. Many of today's students are going to develop the habit of copy-and-pasting their problems in such chats and are going to stop developing their critical thinking thus limiting their intellectual growth.[32] Some of Students also reminded that the use of AI must be balanced and not replace self-learning efforts in order to create an effective and sustainable learning process. the use of ChatGPT must be done wisely and proportionally in order to continue to encourage the development of critical thinking skills and create an effective and sustainable learning process. It is in line with Valova et al. (2024) study, it emphasizes the critical need for responsible integration. The findings spotlight the importance of equipping students with the skills to discern between AI-generated content and authentic knowledge. Striking a balance between leveraging AI for efficiency and preserving the essence of intellectual growth remains imperative in the evolving landscape of education. Overall, ChatGPT contributes positively as an innovative learning medium and supports the improvement of the quality of English studies, provided that its utilization is balanced with high academic awareness.

CONCLUSION AND IMPLICATIONS

5.1 Conclusion

Finally, this study has provided on students' view and experience with utilizing ChatGPT in English Language Learning. The impact of ChatGPT students' engagement, exploration, explanation, elaboration, and evaluation of 5E learning process was investigated through the use of study questions and interview. The result of this study demonstrates an overall good perception of utilizing ChatGPT toward English teaching learning among the second-year students of Madrasah Ibtidaiyah (primary school) Teacher Education Program at FTIK UIN Ponorogo, as evidence by their high levels of engagement, exploration, explanation, elaboration and evaluation. The students usually approve that ChatGPT plays an important role in increasing student engagement and motivation in English Learning by combining technology support, active and selective use by students. ChatGPT not only facilitates understanding of the material and accelerates the discussion process, but also inspires and enriches the learning experience in a dynamic and fun way. The use of ChatGPT is carried out with an open, critical and reflective attitude by students, who continue to ensure the validity and depth of understanding through the search for additional sources. Thus the thoughtful integration of ChatGPT in language learning can significantly improve students' skills as well as their enthusiasm for learning in a sustainable manner, in line with the positive data results from previous interview and questionnaires.

Although these findings indicate a positive response from students to the use of ChatGPT in English Language Learning, several challenges were also identified that need to be addressed in order to optimize its use. From the students' perspective, the use of ChatGPT in English Language Learning presents various challenges such as inaccuracy of information, technical glitches, and the risk of dependency, which can hinder the development of critical thinking. Students tend to overcome these challenges by repeating and modifying questions to obtain more relevant answers. However, it is important for students to use ChatGPT wisely and proportionally, without compromising intellectual development.

5.2 Implications and Future Research

The use of ChatGPT in English language learning has implications for strengthening the 5E model by increasing student engagement, but requires the integration of prompt formulation training, multi-source verification (books, journals), and a balance with human interaction to overcome challenges of access, inaccuracy, and dependence that could potentially lead to lazy thinking. These implications encourage educators to design a holistic AI-human hybrid curriculum while promoting digital literacy among students. For future research, it is recommended to conduct longitudinal studies comparing the effectiveness of ChatGPT with other AIs (such as Gemini or Claude) in diverse age groups, analyze the long-term impact on learning independence, and explore prompt training interventions to reduce AI bias and improve students' critical skills.

BIBLIOGRAPHY

- [1] I. K. Yadav, J. Singh, and A. U. Qureshi, *Use and Utility of Modern Technology In Teaching / Learning*. Concepts Books Publication, 2023. [Online]. Available: <https://books.google.co.id/books?id=dDAwEQAAQBAJ>
- [2] "Buku-Panduan-_-Penggunaan-Generative-AI-pada-Pembelajaran-di-Perguruan-Tinggi-cetak.pdf."
- [3] A. Shuhaiber, M. A. Kuhail, and S. Salman, "ChatGPT in higher education - A Student's perspective," *Comput. Hum. Behav. Rep.*, vol. 17, p. 100565, Mar. 2025, doi: <https://doi.org/10.1016/j.chbr.2024.100565>

- [4] U. Söderström, E. Hedström, K. Lambertsson, and T. Mejtöft, "ChatGPT in education: Teachers' and Students' views," in *Proceedings of the European Conference on Cognitive Ergonomics 2024*, Paris France: ACM, Oct. 2024, pp. 1–10. doi: <https://doi.org/10.1145/3673805.3673828>
- [5] H. Subekti *et al.*, *Artificial Intelligence dalam Pembelajaran: Perspektif dan Aplikasi untuk Mahasiswa Calon Pendidik Sains*. CV. AE MEDIA GRAFIKA, 2025. [Online]. Available: <https://books.google.co.id/books?id=ahhGEQAAQBAJ>
- [6] A. Hs Kumar, "Analysis of ChatGPT Tool to Assess the Potential of its Utility for Academic Writing in Biomedical Domain," *Biol. Eng. Med. Sci. Rep.*, vol. 9, no. 1, pp. 24–30, Jan. 2023, doi: <https://doi.org/10.5530/bems.9.1.5>
- [7] O. Koraishi, "Teaching English in the Age of AI: Embracing ChatGPT to Optimize EFL Materials and Assessment," vol. 3, no. 1, 2023.
- [8] F. Farhi, R. Jeljeli, I. Aburezeq, F. F. Dweikat, S. A. Al-shami, and R. Slamene, "Analyzing the students' views, concerns, and perceived ethics about chat GPT usage," *Comput. Educ. Artif. Intell.*, vol. 5, p. 100180, 2023, doi: <https://doi.org/10.1016/j.caeai.2023.100180>
- [9] C. Mun, "EFL Learners' English Writing Feedback and Their Perception of Using ChatGPT," *STEM J.*, vol. 25, no. 2, pp. 26–39, May 2024, doi: <https://doi.org/10.16875/stem.2024.25.2.26>
- [10] Universitas Pendidikan Ganesha, N. P. Y. Kirana, Universitas Pendidikan Ganesha, and H. Hery, "The Use of ChatGPT in Academic Writing Skills for EFL Learners: A Systematic Literature Review," *J. Educ. Engl. Foreign Lang.*, vol. 7, no. 2, pp. 157–179, Dec. 2024, doi: <https://doi.org/10.21776/ub.educafl.2024.007.02.04>
- [11] P. T. Kieu Oanh and N. T. Hong Nhung, "Constructivism learning theory: A Paradigm for Teaching and Learning English in secondary education in Vietnam," *Int. J. Sci. Res. Publ.*, vol. 12, no. 12, pp. 93–98, Dec. 2022, doi: <https://doi.org/10.29322/IJSRP.12.12.2022.p13211>
- [12] U. H. Hidayatullah, "Implications of Constructivism Learning Theory on Students' Critical Thinking Skills: A Theoretical Study," *Abjadia Int. J. Educ.*, vol. 9, no. 2, pp. 449–460, Aug. 2024, doi: <https://doi.org/10.18860/abj.v9i2.28331>
- [13] N. R. Mishra, "Constructivist Approach to Learning: An Analysis of Pedagogical Models of Social Constructivist Learning Theory," *J. Res. Dev.*, vol. 6, no. 01, pp. 22–29, Jun. 2023, doi: <https://doi.org/10.3126/jrdn.v6i01.55227>
- [14] Y. Xiao and Y. Zhi, "An Exploratory Study of EFL Learners' Use of ChatGPT for Language Learning Tasks: Experience and Perceptions," *Languages*, vol. 8, no. 3, p. 212, Sep. 2023, doi: <https://doi.org/10.3390/languages8030212>
- [15] Academy of Language Studies, Universiti Teknologi MARA Cawangan Terengganu Kampus Dungun, 23000 Dungun, Terengganu, MALAYSIA *et al.*, "Students' Perception on the Use of ChatGPT as a Language Learning Tool," *Ideology J.*, vol. 8, no. 2, Sep. 2023, doi: <https://doi.org/10.24191/idealogy.v8i2.456>
- [16] Ö. Balcı, "The Role of ChatGPT in English as a Foreign Language (EFL) Learning and Teaching: A Systematic Review," Jun. 2024, doi: <https://doi.org/10.46328/ijces.107>
- [17] Monika . M and Suganthan Chandramohan, "A Study on AnalyzingThe Role of ChatGPT in English Acquisition Among ESL Learners During English Language Classroom," 2023, doi: <https://doi.org/10.1051/e3sconf/202344005001>

- [18] E. D. Hatmanto and M. I. Sari, "Aligning Theory and Practice: Leveraging Chat GPT for Effective English Language Teaching and Learning," *E3S Web Conf.*, vol. 440, p. 05001, 2023, doi: <https://doi.org/10.1051/e3sconf/202344005001>
- [19] Northeastern University, I. Kostka, R. Toncelli, and Northeastern University, "Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations," *Teach. Engl. Second Foreign Lang.-TESL-EJ*, vol. 27, no. 3, Nov. 2023, doi: <https://doi.org/10.55593/ej.27107int>
- [20] M. H. Al-khresheh, "Bridging technology and pedagogy from a global lens: Teachers' perspectives on integrating ChatGPT in English language teaching," *Comput. Educ. Artif. Intell.*, vol. 6, p. 100218, Jun. 2024, doi: <https://doi.org/10.1016/j.caeai.2024.100218>
- [21] K. Nisa, S. Ramadhan, and H. E. Thahar, "5E Learning Cycle Model on Students' Learning Outcomes," *AL-ISHLAH J. Pendidikan.*, vol. 14, no. 3, pp. 3361–3374, Jul. 2022, doi: <https://doi.org/10.35445/alishlah.v14i3.1868>
- [22] M. K. Foster, V. F. Taylor, and J. L. Walker, *Experiential Exercises in the Classroom*. Edward Elgar Publishing Limited, 2021. [Online]. Available: <https://books.google.co.id/books?id=NWIzEAAAQBAJ>
- [23] M. A. Lasaiba and D. Lasaiba, "Enhancing Academic Achievement Through The Application of The 5E Learning Cycle Model," *INSECTA Integr. Sci. Educ. Teach. Act. J.*, vol. 5, no. 1, pp. 71–86, May 2024, doi: <https://doi.org/10.21154/insecta.v5i1.8518>
- [24] R. Marfilinda, Zaturrahmi, and E. Suma Indrawati, "Development and application of learning cycle model on science teaching and learning : a literature review," *J. Phys. Conf. Ser.*, vol. 1317, no. 1, p. 012207, Oct. 2019, doi: <https://doi.org/10.1088/1742-6596/1317/1/012207>
- [25] S. Papadakis, M. Kalogiannakis, and A. I. C. Gözü, *Stem, steam, computational thinking and coding: Evidence-based research and practice in children's development*. Frontiers Media SA, 2023. [Online]. Available: <https://books.google.co.id/books?id=HmazEAAAQBAJ>. <https://doi.org/10.3389/978-2-83251-168-8>
- [26] Y. Sulaiman, M. Abdul Rahman, and N. K. Nik Mat, "Enhancing Student Active Learning in Consumer Behaviour Class Using 5E Learning Cycle: A Conceptual Paper," *WSEAS Trans. Environ. Dev.*, vol. 16, pp. 520–529, Jun. 2020, doi: <https://doi.org/10.37394/232015.2020.16.53>
- [27] E. E. Peters-Burton, *A Practical Approach to Supporting Science and Engineering Students with Self-Regulated Learning*. Cambridge University Press, 2023. [Online]. Available: <https://books.google.co.id/books?id=SiDgEAAAQBAJ>. <https://doi.org/10.1017/9781009103800>
- [28] S. D. Kaçan and F. Şahin, "Levels of prospective science teachers' ability to structure 5E model," *SHS Web Conf.*, vol. 37, p. 01039, 2017, doi: <https://doi.org/10.1051/shsconf/20173701039>
- [29] "Amin Lasaiba, Mohamad. 'Enhancing Academic Achievement Through The Application of Rhe 5E Learning Cycle Model,' 2024." <https://doi.org/10.21154/insecta.v5i1.8518>
- [30] "Khairun Nisa - 5E Learning Cycle Model on Students' Learning Outcomes [2022].pdf." <https://doi.org/10.35445/alishlah.v14i3.1868>
- [31] A. Khoirunnisa Hasibuan and M. Salmiah, "Students' Perceptions on Wordup Application to Enhance English Vocabulary," *Eloquence J. Foreign Lang.*, vol. 4, no. 2, pp. 350–369, 2025, doi: <https://doi.org/10.58194/eloquence.v4i2.2996>.

-
- [32] I. Valova, T. Mladenova, and G. Kanev, "Students' Perception of ChatGPT Usage in Education," *Int. J. Adv. Comput. Sci. Appl.*, vol. 15, no. 1, 2024, doi: <https://doi.org/10.14569/IJACSA.2024.0150143>
 - [33] J. K. M. Ali, M. A. A. Shamsan, T. A. Hezam, and A. A. Q. Mohammed, "Impact of ChatGPT on Learning Motivation: Teachers and Students' Voices," *J. Engl. Stud. Arab. Felix*, vol. 2, no. 1, pp. 41–49, Mar. 2023, doi: <https://doi.org/10.56540/jesaf.v2i1.51>
 - [34] J. Deng and Y. Lin, "The Benefits and Challenges of ChatGPT: An Overview," *Front. Comput. Intell. Syst.*, vol. 2, no. 2, pp. 81–83, Jan. 2023, doi: <https://doi.org/10.54097/fcis.v2i2.4465>
 - [35] R. Ruyat, L. Jatiwahyuni, and J. S. Suroso, "Student Perceptions of ChatGPT Integration in the Digital Age," *Sebatik*, vol. 28, no. 2, Dec. 2024, doi: <https://doi.org/10.46984/sebatik.v28i2.2533>
 - [36] C. A. Sila, C. William, M. M. Yunus, and K. R. M. Rafiq, "Exploring Students' Perception of Using ChatGPT in Higher Education," *Int. J. Acad. Res. Bus. Soc. Sci.*, vol. 13, no. 12, p. Pages 4044–4054, Dec. 2023, doi: <https://doi.org/10.6007/IJARBSS/v13-i12/20250>