ENGLISH LANGUAGE LEARNING EXPERIENCES OF ENGLISH EDUCATION STUDENTS IN USING CHATGPT FOR GRAMMAR CHECKING : A DESCRIPTIVE STUDY AT UNIVERSITAS TANJUNGPURA

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ABSTRACT

This study aims to explore English Education students' learning experiences in using ChatGPT for grammar checking at Universitas Tanjungpura. This research employed a descriptive quantitative design involving 30 sixth-semester students. Data were collected through a questionnaire consisting of close-ended and open-ended questions. The data were analyzed using descriptive statistics and thematic analysis. The findings show that students generally have positive perceptions of ChatGPT, with an overall mean score of 4.13 (high category). ChatGPT is perceived as easy to use, effective in identifying grammatical errors, and helpful in improving grammar understanding. However, its impact on writing confidence is relatively lower. The open-ended responses reveal benefits such as faster correction, improved writing skills, and flexible learning. However, challenges such as inaccurate corrections and unclear explanations were also identified. In conclusion, ChatGPT has strong potential as a supportive tool in grammar learning but should be used alongside teacher guidance.

Keywords : *ChatGPT, English Education Experience, Grammar Checking*

INTRODUCTION

Grammar is one of the language components that governs how words are structured and organized to form meaningful sentences. In academic writing, EFL students' writing quality reflects their intelligibility and comprehension, which is always emphasized in higher education (Yang, 2018). Students must be aware of numerous grammatical rules related to sentence structure, word usage, using appropriate tenses, and applying proper punctuation and politeness. Due to this complexity, many students experience difficulties in learning writing and may feel discouraged or demotivated (Karyuatry et al., 2018). These challenges can affect the quality of academic writing and reduce students' confidence in expressing their ideas.

Corrective feedback plays a crucial role in improving students' writing. Previous studies have shown that teacher feedback, particularly in grammar correction, can significantly enhance students' writing accuracy (Daneshvar & Rahimi, 2013). However, in large classroom settings, teachers often face time constraints that limit their ability to provide individualized feedback (Cavaleri & Dianati, 2016). As a result, students may not fully understand their grammatical errors or how to correct them effectively. Traditional feedback methods are often delayed and may lack clarity, making them less effective in supporting students' learning (Perdana & Farida, 2019).

In this era of technology, the advancement of artificial intelligence (AI) has become increasingly prominent in education. The development of AI tools is transforming various aspects of learning, including language education (Borenstein & Howard, 2021). One notable innovation is ChatGPT, a large language model capable of generating human-like responses and providing interactive feedback. ChatGPT has been widely recognized for its potential in supporting language learning, particularly in writing and grammar correction (Zhai, 2023; Lo, 2023). Its ability to provide immediate and accessible feedback makes it a valuable tool for students, especially in contexts where teacher feedback is limited.

Recent studies highlight that AI-powered tools can enhance students' learning experiences by promoting autonomy and providing personalized feedback (Kasneci et al., 2023). In addition, automated feedback systems have been found to support students in identifying and correcting errors more efficiently (Ranalli, 2021). However, despite these advantages, the use of AI tools such as ChatGPT also presents several challenges. Research indicates that AI-generated feedback is not always accurate and may sometimes lack clear explanations, which can lead to confusion among learners (Dwivedi et al., 2023). However, most of these studies focus on general technology use rather than specific tools like ChatGPT.

Furthermore, there is a concern that students may become overly dependent on AI tools, potentially reducing their critical thinking and independent learning skills. The effectiveness of such tools also depends on students' ability to evaluate and use the feedback critically. Although studies in the Indonesian context suggest that technology can enhance students' engagement and writing development (Mali, 2022), most of these studies focus on general technology use rather than specific AI tools like ChatGPT.

Therefore, there is still limited research exploring how students actually experience using ChatGPT for grammar checking in their learning process. This gap highlights the need for further investigation. Accordingly, this study aims to explore the English language learning experiences of English Education students in using ChatGPT for grammar checking at Universitas Tanjungpura. By examining students' experiences, this study seeks to provide insights into both

the benefits and challenges of using ChatGPT, as well as its role in supporting grammar learning and improving writing skills.

METHOD

This study uses a descriptive quantitative research design to investigate English Education students' learning experiences in using ChatGPT for grammar checking. A descriptive quantitative approach was chosen as it allows the researcher to systematically collect, analyze, and describe numerical data to identify patterns and trends in students' responses (Cresswell & Cresswell, 2018). The study does not aim to test a hypothesis or measure effectiveness, but rather to provide a clear description of students' perceptions and experiences. The participants of this study were 30 sixth-semester students of the English Education Study Program at Universitas Tanjungpura.

The participants were selected because they have sufficient experience in academic writing and are familiar with the use of digital tools, including ChatGPT, in learning English grammar. The data were collected using a questionnaire distributed through an online platform. The questionnaire consisted of close-ended and open-ended questions. The close-ended questions used a five-point Likert scale to measure students' perceptions of using ChatGPT for grammar checking, while the open-ended questions were included to obtain deeper insights into students' experiences, benefits, and challenges.

The questionnaire included several statements related to students' perceptions, such as the ability of ChatGPT to identify grammar errors, improve grammar understanding, provide clear explanations, support learning from mistakes, increase confidence, and ease of use. Each statement was rated using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The data were analyzed using descriptive statistics, particularly frequency, percentage, and mean score. The frequency and percentage were used to describe the distribution of students' responses, while the mean score was used to determine the overall tendency of students' perceptions toward each statement.

The interpretation of the mean scores in this study is based on a five-point Likert scale. The scale ranges from 1 to 5, where 1 represents "strongly disagree" and 5 represents "strongly agree." To facilitate clearer interpretation, the mean scores were classified into five categories: very low, low, moderate, high, and very high.

This classification helps to determine the degree of students' agreement with each statement and provides a more meaningful understanding of the data. By grouping the mean scores into specific ranges, the researcher can interpret whether students' perceptions are positive, neutral, or negative.

Table 1. Scale Classification of Mean Scores

Mean Range	Category
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low

1.00 – 1.80	Very Low

RESULT AND DISCUSSION

The findings from the close-ended questions were analyzed using descriptive statistics, particularly mean scores, to identify students' perceptions of using ChatGPT for grammar checking. The results of the mean scores of students' experiences are presented in the table below:

Table 2. Mean Score of Students' Perceptions on Using ChatGPT

Statement	Mean	Category
ChatGPT helps me identify grammar errors easily	4.20	High
ChatGPT improves my understanding of English grammar	4.07	High
ChatGPT provides clear explanations for corrections	4.10	High
ChatGPT helps me learn from my mistakes	4.20	High
Using ChatGPT increases my confidence in writing	3.90	High
ChatGPT is easy to use for grammar checking	4.30	Very High
Overall Mean	**4. 13**	**High**

The findings from the close-ended questions were analyzed using descriptive statistics, particularly mean scores, to identify students' perceptions of using ChatGPT for grammar checking. The results indicate that students generally have positive perceptions, as reflected in the overall mean score of 4.13, which falls into the high category.

Among the six statements, the highest mean score is found in the statement "ChatGPT is easy to use for grammar checking" (M = 4.30), which is categorized as very high. This suggests that students perceive ChatGPT as a user-friendly and accessible tool that can be easily integrated into their learning process.

Similarly, the statements related to identifying grammar errors (M = 4.20) and learning from mistakes (M = 4.20) also show high mean scores. These findings indicate that ChatGPT

effectively supports students in recognizing and correcting grammatical errors, as well as facilitating reflective learning.

In addition, the statements regarding providing clear explanations (M = 4.10) and improving grammar understanding (M = 4.07) are both categorized as high. This suggests that ChatGPT contributes positively to students' comprehension of English grammar by offering explanations and corrective feedback.

However, the lowest mean score is observed in the statement "Using ChatGPT increases my confidence in writing" (M = 3.90), although it still falls within the high category. This indicates that while ChatGPT is beneficial for grammar checking, its impact on students' confidence is relatively less significant compared to other aspects.

Overall, these findings demonstrate that ChatGPT is perceived as an effective and supportive tool in grammar learning, particularly in terms of ease of use, error identification, and learning support.

While the findings from the close-ended questions provide a general overview of students' perceptions through quantitative data, they do not fully capture the depth of students' experiences. Therefore, to gain a more comprehensive understanding, the open-ended responses were further analyzed. These responses offer richer insights into students' perspectives, including the benefits, challenges, and suggestions regarding the use of ChatGPT for grammar checking.

a. Students' Perceived Benefits of Using ChatGPT

The analysis of students' responses to the open-ended questions reveals several perceived benefits of using ChatGPT for grammar checking. The most frequently mentioned benefit is faster correction. Many students stated that ChatGPT allows them to identify and correct grammatical errors quickly, making their writing process more efficient. This finding is in line with previous research which suggests that automated writing evaluation tools can provide immediate feedback, thereby enhancing learners' revision processes (Stevenson & Phakiti, 2014). In addition, a large number of students reported that ChatGPT helps improve their writing skills. They explained that the tool provides suggestions, correct sentence structures, and alternative word choices, which contribute to better writing quality. This supports the argument by Hyland and Hyland (2019) that feedback plays a crucial role in developing students' writing competence. Furthermore, some students mentioned that ChatGPT increases their confidence in writing, as they are able to revise their work before submitting it.

Another important benefit identified is the accessibility and flexibility of ChatGPT. Students highlighted that they can use ChatGPT anytime and receive immediate feedback, which supports independent and self-paced learning. For example, one student stated that "ChatGPT is like a 24/7 tutor that checks my writing immediately," while another mentioned that "it helps me correct my mistakes quickly and improve my writing." These responses indicate that ChatGPT plays a significant role in supporting students' grammar learning and writing development.

b. Students' Difficulties in Using ChatGPT

Despite its benefits, students also reported several challenges when using ChatGPT. The most common difficulty is related to inaccurate corrections. Some students mentioned that ChatGPT occasionally provides incorrect answers, which may lead to confusion. Another frequently reported issue is the lack of clear explanations. Students noted that while ChatGPT provides corrections, the explanations are sometimes insufficient or difficult to understand. This aligns with findings by Ranalli (2018), who emphasized that automated feedback is not always accompanied by meaningful explanations, making it harder for learners to fully understand their

mistakes. In some cases, students also experienced confusing responses, especially when the explanations were too complex or inconsistent. Additionally, a few students mentioned technical limitations, such as restrictions in the free version, which limit their ability to use ChatGPT more effectively. For instance, one student stated that "sometimes ChatGPT gives incorrect answers, and I have to check again," while another explained that "the explanation is sometimes unclear, so I need to ask again." These findings suggest that although ChatGPT is helpful, it still has limitations that affect its reliability. This is further supported by Cotton et al. (2023), who argue that while AI tools offer significant educational benefits, their limitations require critical use and verification by learners.

c. Students' Suggestions for Improving the Use of ChatGPT

Students also provided several suggestions to improve the use of ChatGPT in grammar learning. The most common suggestion is to improve the accuracy of corrections, as students expect more reliable and consistent answers. In addition, many students emphasized the need for clearer and simpler explanations. They suggested that ChatGPT should provide step-by-step explanations and use more understandable language, especially for complex grammar rules.

Another important suggestion is to provide more examples and practice exercises. Students believe that additional examples would help them better understand the corrections and apply them in different contexts. This is supported by Ellis (2009), who argues that corrective feedback is more effective when it is accompanied by meaningful input and opportunities for practice. Furthermore, some students highlighted the importance of effective prompt usage. They suggested that students should learn how to ask clear and specific questions to obtain better responses. They also emphasized the need to cross-check ChatGPT's answers with other learning sources. For example, one student suggested that "ChatGPT should give simpler explanations and more examples," while another stated that "students should not rely fully on ChatGPT and should always check the answers." These responses indicate that students are aware of both the strengths and limitations of ChatGPT and prefer to use it as a supportive learning tool. This perspective is in line with Godwin-Jones (2018), who highlights the importance of critical digital literacy and the need for learners to evaluate and verify information obtained from technological tools.

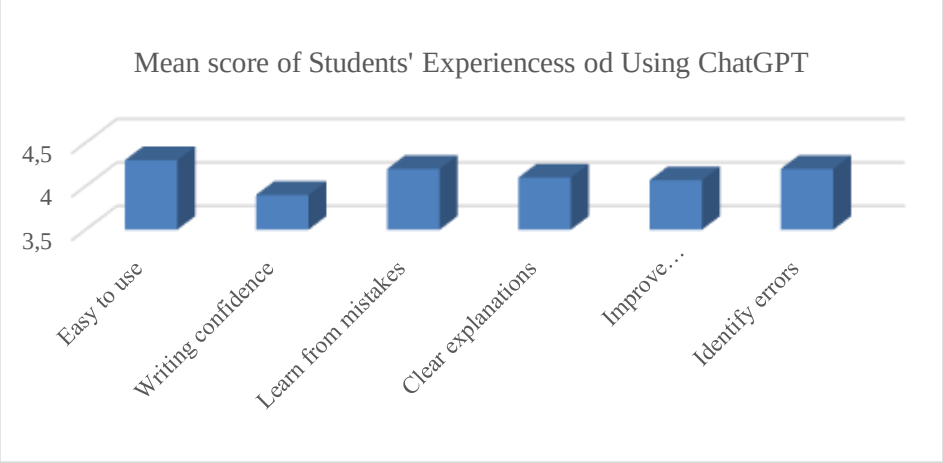


Figure 1. Mean score of Students' Experiencess od Using ChatGPT

CONCLUSION

This study aimed to describe English Education students' learning experiences in using ChatGPT for grammar checking at Universitas Tanjungpura. Based on the findings, it can be concluded that students generally have positive perceptions toward the use of ChatGPT. The results from the close-ended questions show that the overall mean score falls into the high category, indicating that ChatGPT is perceived as an effective and user-friendly tool for grammar learning. Students particularly value its ability to identify grammatical errors, provide feedback, and support learning from mistakes. Furthermore, the findings from the open-ended responses provide deeper insights into students' experiences. Students reported several benefits of using ChatGPT, including faster correction, improved writing skills, and greater flexibility in learning. ChatGPT enables students to learn independently by providing immediate feedback that can be accessed anytime.However, this study also reveals several challenges. Some students experienced inaccurate corrections, unclear explanations, and occasional confusion when using ChatGPT. These limitations indicate that although ChatGPT is helpful, it is not entirely reliable as a sole learning tool. Overall, this study suggests that ChatGPT has significant potential to support English grammar learning, particularly in promoting autonomous learning and improving writing performance. Nevertheless, it should be used as a complementary tool alongside teacher guidance and other learning resources to ensure more effective and accurate learning outcomes. The conclusion assists the readers understand why the research should matter to them after they have read the article. It is not only to summarize the primary issues covered or restate the research problem, but also to synthesize the key points and, if applicable, where the author recommends new areas for future research.

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