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ChatGPT in English Language Learning: User Experience and Enjoyment Among Students and Teachers

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Abstract

This study employs an explanatory mixed method design to investigate the user experience and enjoyment of ChatGPT among 219 grade 12 students and four English teachers at one high school in Bali. Quantitative data were collected using the User Experience Questionnaire (UEQ) and analyzed with the Data Analysis Tool, while qualitative data were gathered through interviews and subjected to thematic analysis. Results reveal that students had generally positive experiences across dimensions such as attractiveness, perspicuity, efficiency, dependability, and novelty but reported neutral stimulation levels, attributed to high technology dependence and limited social interaction. In contrast, teachers reported uniformly positive experiences across all dimensions and demonstrated greater personal and social enjoyment. The findings indicate that user enjoyment significantly influences overall ChatGPT user experience in educational contexts. This study highlights the need to enhance engagement strategies to improve stimulation for student users, offering important insights for AI integration in education.

Keywords: ChatGPT; English; Enjoyment; User Experience

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1. Introduction

Artificial intelligence is poised to significantly transform English language learning for both students and teachers. Unlike traditional educational tools, generative AI systems such as ChatGPT offer interactive, adaptive, and personalized learning experiences that reshape the ways language skills are acquired and taught (Kristiawan, et al., 2024) These AI models process and generate humanlike language, enabling learners to engage in real-time conversations, receive immediate feedback, and access tailored content that aligns with their individual proficiency levels and learning preferences(Santosa & Wahyuni, 2024) . For educators, AI provides intelligent support for lesson planning, assessment, and student engagement, which can reduce repetitive administrative tasks and free up time for more creative pedagogical approaches (Muzurura et al., 2023). As the educational landscape rapidly incorporates these advanced technologies, examining the experiences and enjoyment of both students and teachers within AI-powered learning environments is essential to optimizing their adoption and effectiveness across diverse contexts.

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Large language models like ChatGPT offer unprecedented capabilities in education, automating tasks traditionally requiring human intelligence via intuitive chatbot interfaces (Alafnan et al., 2023; Menon & Shilpa, 2023). These innovations promise improved learning efficiency through enhanced information access, immediate feedback, and overall advancement in English language proficiency (Al-sa'di & Miller, 2023; Santosa et al., 2024). Both students and teachers benefit from heightened convenience and productivity, encountering novel educational experiences via ChatGPT integration (Kayalı et al., 2023; Skjuve et al., 2023).

In higher education contexts, ChatGPT has already been shown to boost student engagement and reasoning skills while providing teachers with timely evaluation tools that support more dynamic lesson preparation and interaction (Alafnan et al., 2023; Farhi et al., 2023). Students report particular gains in writing assessment and error correction, areas where ChatGPT's perceived usefulness significantly enhances performance (Desian & Desriyeni, 2024; Kayalı et al., 2023). However, challenges such as low motivation limiting effective use, concerns over credibility and bias, and serious academic integrity issues including plagiarism temper enthusiasm for widespread adoption (Toar et al., 2022; Khan et al., 2024; Pahuja et al., 2024). These challenges highlight a critical tension between technological advancement and ethical application (Farrokhnia et al., 2024; Hwang & Chang, 2023).

Beyond these usage variations, the emotional dimension, specifically enjoyment, emerges as a pivotal factor influencing educational outcomes. Positive emotional engagement with learning correlates with increased motivation, and ChatGPT's personalized interactions have the potential to significantly enhance this experience for students. Correspondingly, teachers' enjoyment in teaching often hinges on students' interest and engagement, particularly in foreign language instruction (Xiao & Zhi, 2023; Derakhshan et al., 2022). This highlights enjoyment as a crucial yet understudied factor in AI facilitated language learning.

Theoretical frameworks around user experience and enjoyment provide an essential foundation for understanding ChatGPT's educational impact. User experience is multifaceted, encompassing not only pragmatic functionality but also emotional responses, components vital to technology adoption success (ISO 9241 210; Hassenzahl in Skjuve et al., 2023). Within foreign language learning, constructs such as Foreign Language Enjoyment (FLE) and Foreign Language Teaching Enjoyment (FLTE) elucidate how positive affective states, composed of social and personal pleasure as well as appreciation, shape learning and teaching experiences (Dewaele et al., 2024; Derakhshan et al., 2022; Liu & Hong, 2021).

Despite extensive research in tertiary education, there is a significant gap regarding how ChatGPT is experienced at the secondary education level, especially concerning enjoyment's role in shaping those experiences. Preliminary findings show a high adoption rate among students and active usage by teachers yet reveal nuanced differences in reliance and satisfaction. This study addresses this critical knowledge gap by investigating user experience and enjoyment of ChatGPT in English language learning from both student and teacher perspectives within the secondary education context, offering novel insights into AI integration in earlier educational stages.

2. Method

This study used an explanatory sequential mixed method, where the results of quantitative findings are deepened by using the results of qualitative analysis to gain a broader understanding Shorten and Smith (2017). This study was conducted at one high school in Bali, with the participation

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of 219 12th grade students and all the English teachers in the school. This school has implemented technology-based learning, where teachers have been actively using AI for learning. In addition, the respondents have more experience in using ChatGPT categorized since the emergence of ChatGPT in 2022 at the same time that students who are currently in grade 12 have been doing learning activities.

Two types of instruments were used in this study, namely a survey adapted from the User Experience Questionnaire (UEQ), which consisted of 26 semantic differential scale statements given to teachers and students. Meanwhile, the Short Foreign Language Enjoyment Scale (S-FLES) and the Foreign Language Teaching Enjoyment Scale (FLTES) were adapted into an interview guide consisting of 6 items each. Both quantitative and qualitative data were collected between February 23 and March 14, 2025. Surveys were distributed to each class via WhatsApp groups. Meanwhile, face-to-face interviews were conducted on site and recorded with the permission of the interviewees.

Before it can be used, the prepared instrument was tested using Gregory's formula to determine the suitability of the instrument for use. The results of the expert content validity are worth 1.0, which on the Gregory scale indicates that the instrument is very feasible to use. The quantitative instrument was then empirically tested on 35 non-sample students. The r-table in this study is 0.344. It is known that the significance value of all tested items is below 0.05 with an r-value higher than the r-table, so the instrument is declared valid. In addition, the researchers also conducted reliability tests as shown in Table 1 below.

Table 1. Reliability Test Result

Dimension	Crnobach Alpha	Description
Attractiveness	0.823	Reliable
Perspicuity	0.801	Reliable
Efficiency	0.827	Reliable
Dependability	0.834	Reliable
Stimulation	0.821	Reliable
Novelty	0.816	Reliable

An instrument can be said to be reliable if the Cronbach coefficient is in the range of 0.8-1.0 (Pallant, 2020). The results of the reliability test using IBM SPSS 26 show that the reliability coefficient of each dimension of user experience shows a score more than 0.8 as in table 1. In other words, the instrument tested was valid and reliable for assessing user experience. In this study, quantitative data were analyzed using the Data Analysis Tool (DAT) developed by Schrepp (2023). The data was analyzed to determine the mean score which represents the evaluation of the user experience.

Table 2. Mean Scale Intepretation

Dimension	Description
$X>0.8$	Positive Evaluation
$-0.8 \leq X \leq 0.8$	Neutral
$X<-0.8$	Negative Evaluation

Evaluation results were benchmarked against 468 studies that examined other products or services in the database to determine the relative quality and performance of ChatGPT compared to other products(Kadastik et al., 2018). The categorization of the benchmark can be seen in Table 3.

Table 3. Benchmark Classification

Dimension	Description
Excellent	In the range of the 10% best results

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Good	10% of the results in the benchmark data set are better and 75% of the results are worse
Above average	25% of the results in the benchmark are better than the result for the evaluated product, 50% of the results are worse.
Below average	50% of the results in the benchmark are better than the result for the evaluated product, 25% of the results are worse.
Bad	In the range of the 25% worst results.

Qualitative data were analyzed thematically. According to Braun and Clarke on Indrayani et al. (2018) The analysis began with (1) becoming familiar with the data, (2) generating initial codes, (3) generating initial themes, (4) reviewing themes, (5) defining and naming themes, and (6) reporting

3. Findings

The results of the analysis are divided according to two subjects, namely teachers and students. This research will explain the quantitative findings of the two subjects, which are then followed by the qualitative findings.

Students' Experience in Using ChatGPT in English Language Learning

In this section, the analysis of students' experience in using ChatGPT as measured by overall impression, pragmatic aspect (functionality experience) and hedonic aspect (emotional experience) is presented on Table 3

Table 4. Statistical Analysis Result on Each UX Aspect

Aspects	Mean	Description
Attractiveness	1.35	Positive Evaluation
Pragmatic	1.24	Positive Evaluation
Hedonic	0.87	Positive Evaluation

The results of the analysis showed that overall students had a positive experience of using ChatGPT as shown in the attractiveness aspect (M=1.35). Meanwhile, on the aspects of functionality and task completion, students had a positive experience (M=1.24) while using that AI. Students are also known to have positive experiences (M=0.87) on aspects related to pleasure and emotional although when compared the results are relatively smaller than other aspects. Further analysis was conducted on each dimension of the user experience aspect to deepen the understanding of the student user experience.

Table 5. Statistical Analysis Results on Each UX Dimension

Aspects	Mean	Description
Attractiveness	1.35	Positive Evaluation
Perspicuity	1.24	Positive Evaluation
Effciency	1.30	Positive Evaluation
Dependabilituy	1.17	Positive Evaluation
Stimulation	0.78	Neutral
Novelty	0.96	Positive Evaluation

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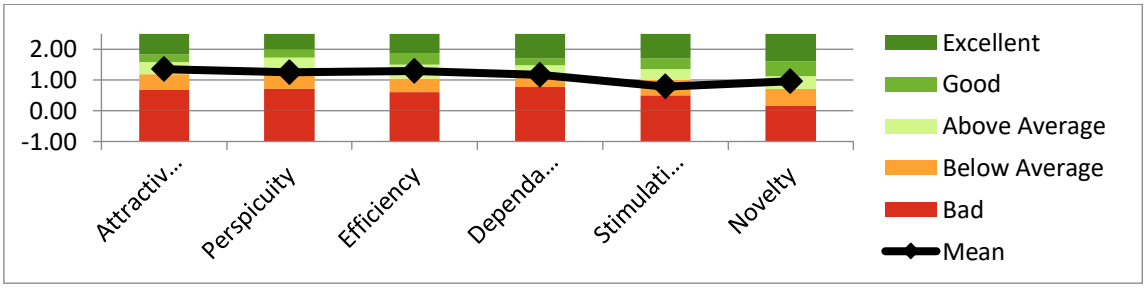
Table 4 shows the students' evaluation of the user experience on all six dimensions of the user experience. The results show that students have a rather positive experience rating (M = 1.35) on the attractiveness dimension, where this dimension refers to the overall impression that determines the good or bad of a product. Regarding clarity and ease of use, the perspicuity dimension received a positive rating (M = 1.24). On the efficiency dimension, students tended to have a positive experience (M=1.30) with ChatGPT's effectiveness and speed in processing tasks. Students were also found to have a positive evaluation of ChatGPT's reliability in processing tasks, as represented by the mean dependability score. A positive evaluation (M=0.96) was also found on the novelty dimension, which refers to the innovative creativity of ChatGPT as perceived by the students. An interesting result was found on the stimulation dimension, which is related to motivation and enjoyment. The students tended to have a neutral evaluation of the user experience (M=0.78), so it is interesting to know more about this in the interview results.

Furthermore, the benchmarking process is used to determine the relative quality of ChatGPT by comparing it with products in the database. The benchmarking database is composed of 468 studies stored in the DAT.

Figure 1. Student's Benchmark Result



In figure 1, there are five dimensions that are classified above average, namely attractiveness, perspicuity, dependability and novelty. This classification indicates that ChatGPT's performance is rated above 50% of the products or services in the database, but still worse than the 25% of products or services above it. This shows that the quality of ChatGPT is rated above average where the impression given is quite good, easy to learn and use in learning, effective and efficient to use to complete tasks, reliable in providing information, and provides creative innovation in student learning. However, in contrast to the stimulation classified as below average which indicates that ChatGPT's performance is below 50% of the products in the database, but still better than the worst 25% of products. This finding showed the relative quality of ChatGPT was not very good in supporting students' motivation and stimulating their interest in learning with the help of ChatGPT.

Teachers' Experience in Using ChatGPT in English Language Learning

The analysis continued with teacher experience, where the quantitative findings indicated better experience in using ChatGPT. However, this may also be influenced by the limited number of respondents.

Table 6. Statistical Analysis Result on Each UX Aspect

Aspects	Mean	Description
Attractiveness	1.67	Positive Evaluation
Pragmatic	1.33	Positive Evaluation

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Hedonic	1.34	Positive Evaluation

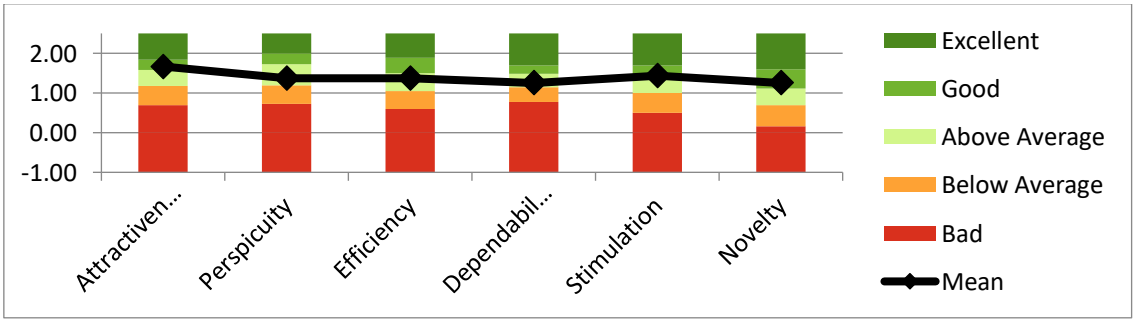
The results of the analysis in Table 6 show a mean score of 1.67 on the aspect of attractiveness which is categorized as a positive evaluation. On the functionalistas and task completion aspects, ChatGPT scored 1.33 with a positive evaluation category. Not much different, the hedonic aspect as an aspect related to emotional experience and pleasure showed a positive evaluation with a score of 1.34. Thus, teachers tend to have positive experiences both overall, functionality and emotional. Furthermore, an analysis on each dimension was conducted to find out the details of teachers' experience in using ChatGPT

Table 7. Statistical Analysis Results on Each UX Dimension

Aspects	Mean	Description
Attractiveness	1.67	Positive Evaluation
Perspicuity	1.37	Positive Evaluation
Effciency	1.37	Positive Evaluation
Dependabilituy	1.25	Positive Evaluation
Stimulation	1.44	Positive Evaluation
Novelty	1.25	Positive Evaluation

Table 7 showed the teachers' evaluation of the user experience on all dimensions of the user experience. The results showed that teachers have a positive experience rating (M = 1.67) on the attractiveness dimension, where this dimension refers to the overall impression that determines the good or bad of a product. Regarding clarity and ease of use, the perspicuity dimension received a positive rating (M = 1.37). On the efficiency dimension, teachers tended to have a positive experience (M = 1.37) with ChatGPT's effectiveness and speed in processing tasks. Teachers were also found to have a positive evaluation of ChatGPT's reliability in processing tasks, as represented by the mean dependability score (M = 1.25). A positive evaluation (M = 1.44) was also found on the stimulation dimension, which refers to motivation and enjoyment aspects. Similarly, the novelty dimension received positive ratings (M = 1.25), where this dimension relates to the innovative creativity of ChatGPT as perceived by the teachers.

Figure 2. Teacher Benchmark Result



In Figure 2, there are three dimensions that are classified as good, namely attractiveness, stimulation, and novelty. This classification indicates that ChatGPT's performance is rated better than 75% of the products or services in the database, but still worse than the top 10% of products above it. This shows that the quality of ChatGPT is rated as highly engaging where the impression given is

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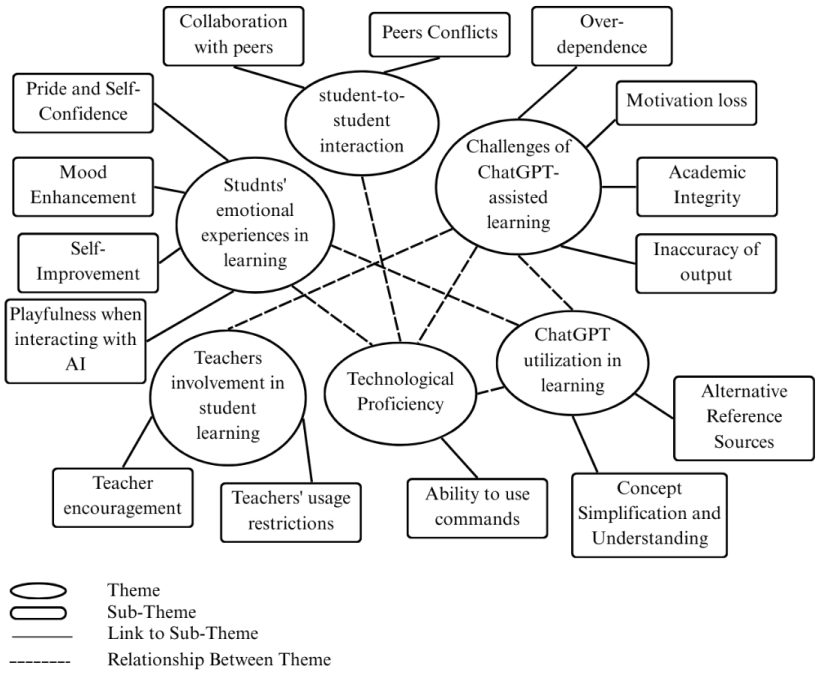
attractive, able to enhance motivation and enjoyment in learning activities, and provides creative innovation in teacher practices. However, in contrast to the three dimensions classified as above average namely perspicuity, efficiency, and dependability which indicates that ChatGPT's performance is above 50% of the products in the database, but still worse than the 25% of products above it. This finding showed the relative quality of ChatGPT was moderately good in terms of clarity and ease of understanding, effectiveness in task completion, and reliability in providing consistent performance. An interesting point was found on the dependability dimension, which received the lowest score among all dimensions, suggesting this aspect requires further examination in the interview results.

Enjoyment of Students Using ChatGPT in English Language Learning

The results of interviews with eleven students obtained six themes, each of which has subthemes that elaborate on the existence of the main theme. Each theme has a relationship with each other.

Figure 3. Thematic Map of Student Enjoyment



Students' Emotional Experience in Learning

The interview results showed that students had a good emotional experience when using ChatGPT. It was found that students felt an improvement in mood from the interaction. Personalized responses encouraged enjoyable interactions.

> …ChatGPT told me to do this with positive feedback. For example, there was a conflict when presenting the material. Then he gave advice such as "honey you do this this this this" and it fixed my mood. So that is what's interesting about ChatGPT. (S-7)

In addition, it is the increase in ability that encourages a sense of pride in the achievements that have been obtained. Here is a quote relevant to this theme

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> …. I usually use it [ChatGPT] when I have free time, I want to learn English. So I practice English dialogue with ChatGPT. Well, ChatGPT gives a response casually. It's like talking with a friend after I enter the prompt (S-6)

ChatGPT Utilization in Learning

In English language learning, it is known that students tend to view ChatGPT as a useful tool. The majority of students often use ChatGPT to facilitate concept understanding, where students will search for materials and then upload them to be able to extract important information.

> …let's say I searched for material on Google, I got a journal full of texts. So, I downloaded the pdf first and then asked ChatGPT to explain it, so I really got the points and I could immediately understand. (S-11

In addition, it is known that ChatGPT is also utilized as a reference source, where students will utilize the web search feature so that the learning process will be more efficient.

> If on Google, it's still not to the point of giving what we need, directly giving the explanation, if using ChatGPT, it's like I said earlier, directly given the material that already has the link (S-3)

Student-to-Student Interaction

Interview results showed that although ChatGPT provided support in group learning, blind trust in ChatGPT resulted in decreased cooperation between peers. In addition, the personalized responses created significant differences in answers from one to another, which added to the workload.

> …the teamwork is decreasing. Because sometimes the answers I got were different from my friends. ChatGPT does not have the same answers as everyone, so it is hard to combine the answers. (S-9)

In addition to decreasing cooperation, students explained that ChatGPT's limitations and peer dependency on AI triggered conflict on several occasions.

> …It is really annoying sometimes, I get angry at those who just copy the answers from ChatGPT and instead continue playing games (S-7)

Teachers' involvement in student learning

In this theme, teacher involvement is one of the factors that influence students' enjoyment in using ChatGPT in learning. Student interview results show that teachers support and facilitate students in learning. Teachers facilitate students by bringing ChatGPT into learning

> She provided a website, like an AI-powered site, and recommended using it to find ideas. However, we were told not to copy-paste it directly after searching and getting the answer. Instead, we had to rewrite it in our own words (S-10)

It is known that teachers also provide usage restrictions to students to avoid plagiarism, although there are still attempts by students to circumvent.

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> …those who use GPT will be caught and will repeat the assignment, because they will use the web. Nevertheless, some of my friends also type using ChatGPT, but there are other websites *that compress to make it 100% human. That is what my friends use. (S-11)*

Technological Proficiency

Interestingly, students have understood how the prompt affects the response produced, this theme shows students have the ability to use the prompt.

> …first explain what we want to discuss. For example, this material. First, we explain what we want to find out about the material. After that, we give the questions. (S-8)

Challenge of ChatGPT-assisted Learning

In this theme, the obstacles encountered while using ChatGPT are described, which affects students' enjoyment and experience. Some of the problems found include dependent behavior, decreased student motivation to learn, and the emergence of efforts to misuse ChatGPT.

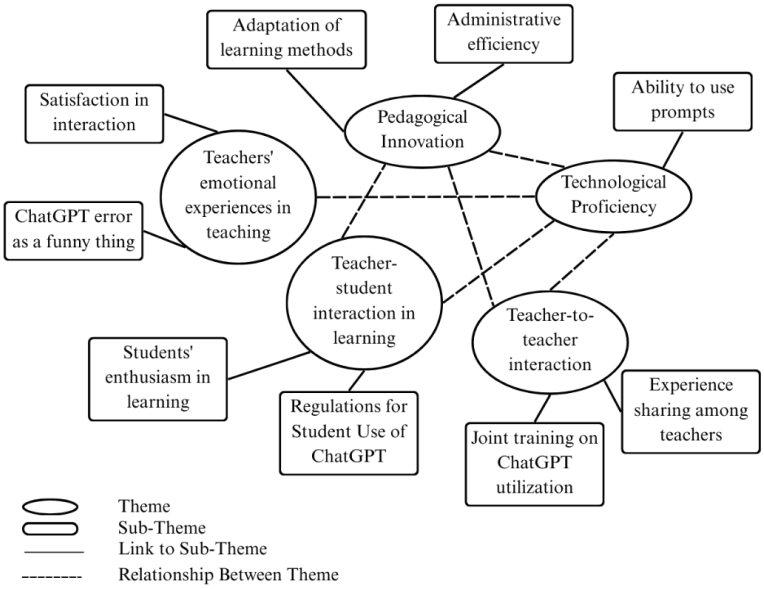
> In my opinion, a little unmotivated, not even motivated. Because when I get an assignment for example. If I can't answer, then I give up and ask ChatGPT for help to answer the question (S-11)

In addition, answer inaccuracy and inconsistency are still the most common thing that happens. Thus, students tend to use other AI to support their learning.

> DeepSeek is more accurate than ChatGPT. … if we ask to fix it, ChatGPT fixes it with a new answer. In DeepSeek, when we ask to fix it, DeepSeek defends the answer with logical reasons, and what we fix turns out to be wrong (S-6)

Enjoyment of Teachers Using ChatGPT in English Language Learning

Figure 3. Thematic Map of Student Enjoyment



The thematic map in figure 4 outlines five themes of teacher enjoyment in English language learning

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Teacher Emotional Experience in Learning

The interview results show that the majority of teachers find pleasure in using ChatGPT. Teachers find satisfaction of their curiosity in their interaction with ChatGPT.

> …I can ask things that maybe I'm not satisfied with, such as why this is. Then I asked and I found the answer. And that's something new for me that I can share with students. (T-3)

Interestingly, instead of experiencing a decrease in fun, ChatGPT's mistakes became something funny in the eyes of the teacher.

> …, when I generate it [image on ChatGPT], maybe something is missing, maybe the eyes are missing, haha... The nose is missing... Like a ghost face. That's right, that's the funny part, I think because it's free (T-1)

Pedagogical Innovation

Interview findings showed that ChatGPT innovates learning. Some teachers mentioned that ChatGPT provides efficiency in creating questions, materials and learning activities.

> …when we take the exam and make the final assessment questions, we enter the text there, then we ask them to make the questions, but with our wishes, for example, HOTS or LOTS difficulty levels. (T-1).

Teacher-Student Interaction in Learning

The interview results show reciprocal teacher-student interaction. Learning designed with ChatGPT received enthusiastic responses from students. Meanwhile, the teacher himself provides guidance and restrictions in the form of rules with consequences, so that students become guided in learning.

> …when compared to the past before I knew ChatGPT and others, if I see maybe the children are more enthusiastic…(T-3)
> …once yesterday in semester 1 I copied their work Their project turned out to be 100% from ChatGPT So I told them to redo their assignments (T-1)

Teacher-to-teacher interaction

Interaction between teachers is also a driver of teacher enjoyment. Teachers tend to share information and experiences. In addition, in the official forum, teachers also provide some training on the use of AI.

> …if there is a problem in the class, usually we discuss it. Or like learning media, "how do I make a prompt to make a picture story?" like that (T-2)
> Here every year of course there are workshops, trainings, seminars on the use of AI…(T-1)

Technological Proficiency

The interview results show that teachers have been equipped with the ability to produce prompts and understand which specific prompts affect the results.

> Specific prompts, detailed prompts can affect the results that are generated and will meet expectations or not …(T-1)

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4. Discussions

The results of this study showed that the majority of students have a fairly good user experience of ChatGPT, although they still have neutral motivation and stimulation due to the influence of dependency and social environment. Meanwhile, the majority of teachers show a user experience that tends to be good, which is supported by the contribution of the social environment.

From the students' perspective, the user experience of ChatGPT in English language learning showed a relatively positive trend. Beginning with the attractiveness dimension, which indicated that ChatGPT provides a pleasant experience in English language learning, which is consistent with Skjuve et al. (2023) regarding students' appreciation of the academic support provided by ChatGPT. The qualitative findings suggest that through good prompting, it can produce personalized interactions like a friend. Positive human-machine interactions will indirectly increase students' enjoyment and positive energy, especially when the teacher's role in facilitating learning is done well (Arvin et al., 2023)

Aspects of task performance such as efficiency, clarity, and reliability show that ChatGPT is rated quite well by students according to the benchmark classification (above average). The results of the clarity and efficiency dimensions indicate that students did not find it difficult to use, rather the simple appearance increased their efficiency in completing tasks, especially with the features provided to encourage their autonomous learning. In addition, the ability to provide information is also a driver of students' experience in using this AI. The results of Dilzhan (2024) confirmed that the simple interface and its ability to present material quickly and accurately support more effective and efficient learning. The interview results show that the social environment promotes the ease of use of ChatGPT, which students are familiar with because they have been introduced to various AIs in school. Students' familiarity with AI technologies in the social environment increases their acceptance, while confirming their preference for personalized learning (Toar et al., 2022). However, compared to other dimensions, reliability has a lower rating, where students recognize its reliability in generating answers, but still need to compare it with other sources. This finding confirms Horn (2024) findings about students' tendency to perform multi-source verification due to its limitations. This condition will indirectly lead to a decrease in students' enjoyment (Zhou et al., 2024)

In the hedonic and enjoyment aspects, ChatGPT has a fairly good evaluation result, although it is lower than in the pragmatic aspect. The low positive evaluation indicates that students see ChatGPT as a technological innovation, but not as something completely new. This is in line with previous findings that students who are familiar with similar products tend to choose those products and feel more comfortable with them than with ChatGPT. This is also confirmed by Sobaih and Elnasr (2025) in that with an understanding of the limitations and developments of AI, students tend to selectively choose the AI used.

An interesting thing was found in the hedonic aspect, namely the classification on the stimulation dimension. This is in contrast to the results of Følstad & Brandtzaeg (2020), which showed a strong stimulating effect. The interviews revealed an over-reliance on ChatGPT, a paradox where convenience and utility have a negative impact. In addition, problems such as reluctance to discuss, which leads to conflict, are triggered by a social environment that is dependent on ChatGPT. Reliance on ChatGPT demotivates students to develop independent skills and even reduces participation in group discussions (Farrokhnia et al., 2024; Pahuja et al., 2024). This behavior is referred to as cognitive offloading, where students use ChatGPT as a substitute for cognitive tasks. This behavior needs to be promoted with cognitive force function (CFF). In CFF, students are forced to use their cognitive skills and delay the use of AI such as ChatGPT.

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From the teachers' perspective, their overall user experience of ChatGPT tends to be good where some dimensions are classified as good and some are above average. One example is attractiveness, where teachers tend to have a pleasant experience in using ChatGPT. This is consistent with Chhatwal et al. (2023), where teachers found it enjoyable to interact and found ChatGPT useful for the lessons they prepared. This result is reinforced by the interview findings which indicated positive emotions that arise when teachers prepare lessons and gain appreciation for what they have prepared. In addition, students' positive response in learning is also one of the factors that enhance teachers' positive experience (Sun et al., 2024).

In the dimension on pragmatic aspects, teachers can easily use ChatGPT. This confirms the results of Farrokhnia et al. (2024) regarding the simple appearance of ChatGPT making it easy to understand even by lay people and at the same time opposing Dilzhan (2024) findings regarding teachers' difficulties in using ChatGPT. This result is based on teachers who have made professional development (PD) efforts through training in the use of prompts. This is in line with Wang who explains the importance of PD to deal with learning developments. With the ability that is owned will encourage teachers to utilize ChatGPT optimally so that teachers feel efficiency in learning. This is also explained in the interview findings which indicate the tendency of teachers to choose ChatGPT over search engines because of the efficiency provided. This confirms the findings of Kusuma et al. (2024) regarding AI's rapid response capability that reduces teachers' workload while reducing their stress levels.

Not much different from the dimensions in other pragmatic aspects, the dependability dimension shows that teachers tend to believe ChatGPT responses provided that the prompts given are appropriate and specific. This finding confirms Gupta et al. (2024) regarding the ChatGPT response which is considered to fulfill teachers' expectations in preparing teaching materials. Interestingly, the qualitative findings show that, instead of lowering teachers' enjoyment, the mistakes made by ChatGPT actually become entertainment for them. This shows that teachers have been able to distinguish and criticize ChatGPT's responses, so that when there are mistakes, teachers have understood this and tend to focus on improvement rather than feeling annoyed (Dilzhan, 2024).

On the non-task aspect, teachers had better experiences compared to students where teachers viewed ChatGPT as an innovation and source of their creativity as also emphasized in the qualitative findings. In addition, teachers are also known to integrate several AIs with ChatGPT. Gupta explained that combining AIs will fill the limitations of the AIs and will encourage more personalized learning. In addition, in the stimulation dimension, teachers are motivated to use ChatGPT in learning. This statement is in line with Arvin et al. (2023) findings regarding ChatGPT as a teacher stimulus in developing creative learning methods. This is reinforced by the qualitative findings. This is reinforced by qualitative findings where peer support coupled with technical training encouraged teachers' interest in integrating ChatGPT and other AIs to attract students' interest in classroom learning.

The analysis conducted has shown the need for experiential evaluation of a product especially AI in a learning environment. This research shows ChatGPT as a technology that not only provides various functional benefits to students and teachers in the learning process such as convenience, efficiency in performing tasks, but also can be a means to improve mood through personalized interaction. However, both teachers and students are paradoxical in their use of ChatGPT where in the long run the ease and perceived benefits of ChatGPT negatively impact critical thinking skills. In addition, it should be noted that the role of enjoyment on user experience is crucial. When users enjoy using ChatGPT in learning, the experience they have while using the AI tends to be good as well.

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Although this research has revealed user experience at the secondary education scope, the number of participants involved is still limited, so future research is expected to involve more participants, especially teachers, to gain a broader understanding. In addition, future research can look for efforts made to reduce dependence such as the use of CFF so that it will have a positive influence on the student experience including on their motivation.

5. Conclusion and Suggestion

This study has shown the experience of students and teachers in using ChatGPT in English language learning measured from pragmatic and hedonic aspects and the influence of enjoyment on their experience. The findings showed that students tend to have a positive experience of using ChatGPT on both functional and emotional levels. The low motivation of students is based on their dependence on the use of ChatGPT. In addition, social conflict that stems from cognitive offloading behavior is also one of the factors that reduce students' enjoyment and user experience. Similarly, teachers had a positive experience on all dimensions of user experience. The enjoyment factor has a significant role in this finding, where in addition to personal pleasure, a supportive social environment also contributes to teachers' positive experience. Unlike students, teachers viewed ChatGPT errors as a joke because they have been trained in reasoning correct and incorrect information.

From this finding, in the future, it is expected that teachers can consider efforts that need to be made to create interesting learning such as collaborating AI in learning. In addition, teachers are expected to be literate with students' attempts to commit academic fraud by using tools, or by understanding students' original abilities. In addition, this research is expected to be a consideration for students to be wiser in using AI to prevent negative impacts felt in long-term use.

This study has a number of limitations that can be considered for future research. First, this study only focuses on user experience and enjoyment. Where enjoyment, anxiety and willingness to communicate are interconnected variables. This study found statements of concern and doubt that have not been deepened. This study does not know whether students and teachers will continue to use ChatGPT in the future. In addition, this study uses the free version of ChatGPT which will be different from other paid or AI versions. Therefore, future research is expected to examine how the variables of anxiety, and willingness to communicate from the use of ChatGPT in the secondary education environment. Future research is also recommended to use a wider area coverage. In addition, the use of paid versions of ChatGPT or other AIs will broaden the understanding of the user experience of AI in learning.

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