



Investigating Experience of University Students in Using ChatGPT in English Learning Context

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Abstract

The integration of Artificial Intelligence (AI) in education, particularly generative tools like ChatGPT, has significantly reshaped how language learning is approached in higher education. However, while much has been said about the potential benefits of AI, there remains a lack of empirical research on students' actual experiences. This study investigates the user experience (UX) of 110 English Language Education (ELE) students at Universitas in Bali using ChatGPT to support their English learning. The User Experience Questionnaire (UEQ) was employed to measure six key dimensions: Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, and Novelty. The results indicate that students perceived ChatGPT positively across all dimensions, especially in terms of ease of use, emotional engagement, and learning efficiency. Validity and reliability tests confirmed the robustness of the instrument. The findings highlight ChatGPT's potential not only as a functional educational tool but also as a motivational and user-friendly platform. However, the study also underscores the need for digital literacy and ethical guidance to ensure responsible use. This research contributes to a more nuanced understanding of AI in language education and provides insights for educators and policymakers aiming to integrate AI meaningfully into curriculum design.

Keywords: ChatGPT, User Experience, English Learning, Artificial Intelligence, Higher Education

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1. Introduction

The integration of Artificial Intelligence (AI) in education responds to the demand for adaptive, efficient learning tools. ChatGPT, a language-based AI model, has gained prominence due to its capabilities in generating coherent responses, facilitating information retrieval, and supporting autonomous learning (Alneyadi et al., 2023; Kostka & Toncelli, (2023). In Indonesia, the adoption of AI in education is steadily growing, especially as institutions begin seeking ways to enhance learning outcomes through digital transformation. In Indonesia, empirical investigations on students' interactions with AI in educational settings are limited. Research has mostly explored general access to digital platforms rather than focused evaluations of specific AI tools in classroom practice (Soesanto et al., 2022). This



leaves a gap between the increasing implementation of AI technologies and our understanding of how students perceive and respond to them. The need for grounded, experience-based evidence is particularly pressing in language education, where learning is not only about acquiring knowledge but also about developing communication, critical thinking, and creativity.

At University in Bali, AI tools like ChatGPT are beginning to enter English language classrooms. However, no empirical study has yet explored how English Language Education (ELE) students perceive or engage with these tools. This is a significant omission, given the role of English proficiency in academic and professional success and the increasing presence of AI in language education. The core issue is not the availability of AI tools but the absence of empirical understanding regarding students' actual experiences with them. Current research offers limited insight into the real benefits, challenges, or limitations encountered by learners using ChatGPT. General claims about AI's advantages often overlook the nuanced, practical realities faced by students in their learning process. Without direct input from learners, educational policies and pedagogical strategies risk being based on assumptions rather than evidence.

Tosell et al (2024), noted the scarcity of studies addressing students' perceptions of AI, despite growing interest in its educational applications. While studies have acknowledged the promise of AI in improving engagement and personalization, empirical research on user experience, especially in English learning contexts remains rare. In Indonesia, most investigations still focus on digital access rather than evaluating specific AI tools like ChatGPT in pedagogical practice (Soesanto et al., 2022). Moreover, in the context of University in Bali, where AI tools are beginning to be introduced into classroom environments, no study has yet explored how English Language Education (ELE) students experience using ChatGPT in their learning process. Given the importance of English proficiency in their academic and professional development, understanding their experiences with AI-based language tools is essential. Recent findings by Santosa and Kusuma (2024) reveal that Indonesian EFL undergraduates increasingly expect technology-enhanced and blended learning approaches, reinforcing the urgency to understand their engagement with AI tools like ChatGPT.

This study, therefore, aims to investigate the user experience of English Language Education students in using ChatGPT for English learning, focusing on six dimensions: Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, and Novelty, as measured by the User Experience Questionnaire (UEQ). The results are expected to provide valuable insights into how ChatGPT supports or potentially hinders students' learning experiences, which can inform future educational practices and policy. This study responds to a clear and pressing gap in current educational technology research: the absence of empirical insight into how students actually experience AI tools like ChatGPT in authentic language learning contexts. While AI integration has advanced rapidly, especially in higher education, much of the academic discourse remains speculative or overly focused on surface-level benefits. In contrast, this study adopts a grounded and methodologically rigorous approach by examining the user experience of English Language Education (ELE) students at University in Bali a context that reflects both the promises and the tensions of AI adoption in developing educational ecosystems.



To structure this investigation, the study employs the established framework of the User Experience Questionnaire (UEQ), which offers a comprehensive view of digital interaction beyond mere functionality. It encompasses six critical dimensions: Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, and Novelty. These categories allow for an in-depth evaluation of both the pragmatic and affective dimensions of students' engagement with ChatGPT—facets often overlooked in AI-in-education research. By doing so, the study elevates the conversation from “Does ChatGPT work?” to “How does it feel to use, and what does that experience mean for learning?” This study critically examines not only ChatGPT's strengths as a language learning aid but also its potential drawbacks. Key questions arise: Does it foster learner autonomy and clarity, or create new dependencies and confusion? Does it genuinely engage students, or merely reproduce passive learning habits long critiqued in digital education? These are fundamental, not peripheral, inquiries—central to evaluating whether AI meaningfully supports language acquisition or simply adds technological complexity without pedagogical substance.

The Indonesian education landscape presents distinct challenges—unequal infrastructure, varied digital literacy, and ongoing pedagogical shifts from teacher-centred to student-centred learning. Within this environment, studying ELE students' interactions with ChatGPT offers critical insight into issues of equity, accessibility, and adaptability in edtech integration. Such localized inquiry challenges global narratives that often assume uniform conditions for AI adoption in education. Focusing on ELE students who must develop both linguistic and technological competencies, this research occupies a strategic intersection of two core 21st-century skills. It goes beyond documenting usage to critically analysing perception, assessing impact, and questioning normative assumptions. By foregrounding student experiences, the study disrupts a discourse typically shaped by developers, institutions, and abstract pedagogical ideals. The study's contribution is not only empirical but conceptual. It redefines user experience as an active, meaning-making process that shapes learning outcomes. It calls on educators, designers, and policymakers to move beyond efficiency-driven narratives and engage with deeper questions of student engagement, ownership, and instructional relevance. Through this lens, the research advances a more critical, student-centred, and contextually grounded understanding of AI in language education.

2. Method

This study used descriptive quantitative research design which used a survey to explore the user experience of the use of ChatGPT. This study is a survey through questionnaire utilizing the User Experience Questionnaire (UEQ). 110 students from English Language Education department were invited as the participants of the study. User Experience Questionnaire (UEQ) by Schrepp (2019) is used as the main instrument for this study because it is a respected and validated method which is used worldwide. In total 26 items are included in the questionnaire, which measures 6 dimensions of the user experience (Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, Novelty). To present each item, two opposite adjectives are given for each item (e.g.: understandable-not understandable) and rated

on a 7-point bipolar Likert scale so that respondents could indicate how much they agreed with each qualifier.

The questionnaire was translated into Bahasa Indonesia first to make sure that all participants understand and know how to fill all information before the questionnaire is administered. A back translation process was conducted in order to keep the accuracy of the meaning. Furthermore, a pilot test was conducted with about 10 students in order to test for clarity of instructions or terms or other issues in navigation or language interpretation of the survey. The questionnaire is analysed descriptively: for each questionnaire item (or for each respondent's composite score), we calculate summary statistics (mean, standard deviation, sample size) and use Table 1: Scale for Interpreting Mean Scores to assign a level of experience. This scale enables the transformation of raw numeric scores into meaningful qualitative categories, facilitating the interpretation of students' experiences as either favourable, neutral, or unfavourable.

Table 1. Scale for Interpreting Mean Scores

Mean Score Range	Evaluation
> 0.8	Positive Evaluation
-0.8 to 0.8	Neutral Evaluation
< -0.8	Negative Evaluation

3. Findings

The results of this subchapter were collected through two instruments, namely Observation Sheets, and Interview Guides. The Observation Sheet was used during the learning activities in the classroom. Meanwhile the interview guide was used in direct conversations with the teachers in the school. Based on observations of three English teachers, it was found that all three had implemented differentiated instruction in the classroom.

Attractiveness Dimension

The Attractiveness dimension refers to the users' general impression of the system, encapsulating emotional appeal, visual pleasantness, and overall likability. A positive evaluation in this dimension typically reflects a system that users enjoy using and find appealing in both design and interaction.

Table 1 Descriptive Statistical Analysis of Attractiveness Dimension

Attribute	Indicator		Mean	Median	Mode	Mean Score	Evaluation
ATT1	Annoying	Enjoyable	5,69	6	6	1,69	Positive
ATT2	Bad	Good	4,62	5	5	1,61	Positive
ATT3	Unlikable	Pleasing	5,30	6	6	1,30	Positive
ATT4	Unpleasant	Pleasant	5,33	5	5	1,32	Positive
ATT5	Unattractive	Attractive	4,52	5	5	1,51	Positive
ATT6	Unfriendly	Friendly	4,69	5	5	1,69	Positive
Overall Attractiveness						1,52	Positive

The Attractiveness dimension recorded an overall mean score of 1.52, reflecting a strong positive emotional response from students. All six items scored above the neutral threshold of 0.8, indicating that users consistently perceived ChatGPT as enjoyable and appealing. The highest scores were found in “Annoying – Enjoyable” and “Unfriendly – Friendly” (both 1.69). For “Annoying – Enjoyable,” 27 students (25.0%) selected score 7, showing that one in four users found ChatGPT extremely enjoyable. “Unfriendly – Friendly” had 8 students (7.4%) choosing score 7 and 48 (44.4%) choosing 6, suggesting broad but slightly less intense friendliness.

These results suggest that ChatGPT is viewed as emotionally engaging, friendly, and visually acceptable. Such impressions are critical for educational tools, as positive affective experiences foster continued use and trust.

Perspiciuity Dimension

Perspiciuity evaluates how easy it is for users to become familiar with and understand the platform. It measures cognitive clarity and the effort required to learn how to interact with the system effectively.

Table 2 Descriptive Statistical Analysis of Perspiciuity Dimension

Attribute	Indicator		Mean	Median	Mode	Mean Score	Evaluation
PER1	Not understandable	Understandable	5,63	6	6	1,62	Positive
PER2	Difficult to learn	Easy to learn	4,75	5	5	1,74	Positive
PER3	Complicated	Easy	5,46	6	6	1,46	Positive
PER4	Confusing	Clear	4,03	4	4	1,02	Positive
Overall Perspiciuity						1,47	Positive

The Perspiciuity dimension achieved an overall mean score of 1.47, indicating that students generally find ChatGPT clear, easy to understand, and user-friendly. The highest score was recorded on “*Not understandable – Understandable*” with a mean of 1.62, and 17.6% of students selecting score 7, showing that many found the platform very easy to grasp. In “*Complicated – Easy*,” the mean was 1.46, and 23.1% of respondents gave the maximum score, confirming that ChatGPT is perceived as simple and accessible. “*Difficult to learn – Easy to learn*” had a mean of 1.40, with most responses concentrated at scores 5 and 6, over 72% of students indicating ease of learning despite no score 7 responses. The lowest score appeared in “*Confusing – Clear*” (mean 0.74), where 37.0% chose score 4, suggesting a more neutral impression.

Efficiency Dimension

Efficiency refers to users’ perception of the tool’s ability to support fast and effective task completion. In the context of language learning, this includes checking grammar, finding vocabulary, and generating text.

Table 3 Descriptive Statistical Analysis of Efficiency Dimension

Attribute	Indicator		Mean	Median	Mode	Mean Score	Evaluation
EFF1	Slow	Fast	4,72	5	5	1,71	Positive
EFF2	Inefficient	Efficient	5,53	6	6	1,52	Positive
EFF3	Impractical	Practical	5,40	5	6	1,40	Positive
EFF4	Cluttered	Organized	3,89	4	4	0,89	Positive
Overall Efficiency						1,38	Positive

The Efficiency dimension achieved an overall mean score of 1.38, indicating that students find ChatGPT useful in completing academic tasks quickly and effectively. The item “Slow – Fast” recorded the highest mean (1.71), with 43.5% of students selecting score 5 and 27.8% selecting 6, showing that the platform is generally seen as fast, though not exceptionally so. “Inefficient – Efficient” followed with a mean of 1.52, supported by 15.7% of respondents who rated it with score 7, reflecting a strong impression of ChatGPT’s ability to support efficient learning. The item “Impractical – Practical” scored 1.40, with 18.5% choosing to score 7, showing that many students found it highly applicable to their study needs. Meanwhile, “Cluttered – Organized” received the lowest score (0.89), with no students selecting score 7 and 37.9% choosing the midpoint score 4. This suggests a neutral view on the platform’s organization, with some room for improvement in layout clarity.

Dependability Dimensions

This dimension assesses whether users feel in control, whether the system is predictable, and whether it functions reliably. It reflects users’ trust in the platform.

Table 4 Descriptive Statistical Analysis of Dependability Dimension

Attribute	Indicator		Mean	Median	Mode	Mean Score	Evaluation
DEP1	Unpredictable	Predictable	4,28	4	4	0,28	Positive
DEP2	Obstructive	Supportive	5,39	5,5	6	1,39	Positive
DEP3	Not secure	Secure	3,90	4	4	0,9	Positive
DEP4	Does not meet expectations	Meets expectations	4,31	5	5	1,30	Positive
Overall Dependability						0,97	Positive

With an overall mean score of 0.97, the Dependability dimension is classified within the positive range, indicating that users generally perceive ChatGPT as a reliable and supportive tool. However, the indicator “Unpredictable – Predictable” (DEP1) scored only 0.28, which falls into the neutral category. This suggests that while users find ChatGPT helpful and somewhat secure, there is lingering uncertainty regarding the consistency and predictability of its responses.

This perception may be attributed to the nature of AI-generated outputs, which can vary across similar prompts and are not always tailored to individual contexts. Despite this, the other

three indicators—Supportive, Secure, and Meeting Expectations—received clearly positive evaluations, demonstrating a strong level of overall trust in the system.

The Dependability dimension assesses how predictable, secure, and reliable ChatGPT feels to users. For “*Unpredictable – Predictable*” (DEP1), only 1 student (0.9%) selected score 7, and the most frequent response was score 4 with 40 students (37.0%), indicating uncertainty in ChatGPT’s consistency and output reliability. “*Obstructive – Supportive*” (DEP2) showed stronger results, with 11 students (10.2%) giving score 7 and 44 (40.7%) choosing 6, suggesting that most users found the tool supportive and helpful during use. In “*Not secure – Secure*” (DEP3), only 1 student (0.9%) selected the maximum score, while 40 (37.0%) chose 4, revealing a moderate level of perceived security, students seem to trust the platform to some extent but do not view it as fully secure. Lastly, “*Does not meet expectations – Meets expectations*” (DEP4) received no score 7 responses, though 47 students (43.5%) chose score 5, indicating that while expectations were generally met, they were not significantly exceeded.

These findings indicate that while there is some caution among students regarding output reliability, ChatGPT is still widely perceived as a dependable educational tool, offering consistent support in academic tasks and learning processes.

Stimulation Dimension

Stimulation measures the degree to which the platform motivates users, engages them emotionally, and supports an enjoyable learning experience.

Table 5 Descriptive Statistical Analysis of Stimulation Dimension

Attribute	Indicator		Mean	Median	Mode	Mean Score	Evaluation
STI1	Inferior	Valuable	4,05	4	4	1,04	Positive
STI2	Boring	Exciting	5,30	5	6	1,3	Positive
STI3	Not interesting	Interesting	5,69	6	6	1,69	Positive
STI4	Demotivating	Motivating	4,28	4	5	1,28	Positive
Overall Stimulation						1,33	Positive

The overall mean score of 1.33 on the Stimulation dimension indicates a positive emotional response from students when using ChatGPT. The highest score was observed in the indicator “Not interesting – Interesting” (1.69), suggesting that ChatGPT successfully maintains students’ interest and mental engagement during use. Other indicators such as “Exciting” (1.30), “Motivating” (1.28), and “Valuable” (1.04) also received positive evaluations, confirming that users not only find the platform enjoyable but also emotionally enriching.

The Stimulation dimension explores how emotionally engaging and motivating ChatGPT is for students. In “*Inferior – Valuable*” (STI1), no student selected score 7, while 31 students (28.7%) chose score 5, indicating that ChatGPT is seen as valuable, but not outstandingly so. For “*Boring – Exciting*” (STI2), 10 students (9.3%) selected the top score, showing that only a few found the platform truly exciting, while the rest concentrated around

scores 5 and 6, reflecting moderate emotional engagement. “*Not interesting – Interesting*” (STI3) had stronger results, with 24 students (22.2%) choosing score 7, which indicates that many users were genuinely interested in interacting with the platform, suggesting higher relevance and curiosity among students. Lastly, “*Demotivating – Motivating*” (STI4) had no score 7 responses, but 45 students (41.7%) selected score 5, showing that most students felt moderately motivated when using ChatGPT, though it was not viewed as strongly inspiring these findings highlight ChatGPT’s potential to foster intrinsic motivation and reduce boredom, making it a valuable tool in sustaining learner attention and enthusiasm in digital learning environments.

Novelty Dimension

Novelty captures students’ perception of the system as innovative, creative, and offering new experiences.

Table 6 Descriptive Statistical Analysis of Novelty Dimension

Attribute	Indicator		Mean	Median	Mode	Mean Score	Evaluation
NOV1	Dull	Creative	4,21	4	5	1,20	Positive
NOV2	Conventional	Inventive	3,58	3,5	3	0,58	Positive
NOV3	Usual	Leading edge	4,18	4	4	0,18	Positive
NOV4	Conservative	Innovative	5,27	5	5	1,27	Positive
Overall Novelty						0,81	Positive

The overall mean score of 0.81 places the Novelty dimension just within the positive evaluation range. Two indicators— “*Conventional – Inventive*” (0.58) and “*Usual – Leading edge*” (0.18)—fall into the neutral category, suggesting that while users initially view ChatGPT as creative and somewhat innovative, this impression may diminish with continued use. It is possible that over time, students come to see ChatGPT less as a cutting-edge tool and more as a routine part of their learning environment. However, indicators like “*Dull – Creative*” (1.20) and “*Conservative – Innovative*” (1.27) reflect that students still appreciate the platform’s novel characteristics and regard it as a valuable, creative complement to traditional academic tools.

The Novelty dimension captures how original and innovative ChatGPT is perceived by students. In “*Dull – Creative*” (NOV1), no respondents selected score 7, and the most frequent response was score 5 (42 students or 38.9%), indicating that ChatGPT was seen as moderately creative, though not exceptionally so. For “*Conventional – Inventive*” (NOV2), score 7 was also not selected, and most responses clustered around the middle, particularly score 3 (44 students or 40.7%), reflecting neutral or conservative impressions regarding inventiveness. In “*Usual – Leading edge*” (NOV3), only 4 students (3.7%) selected score 7, suggesting that very few students perceived ChatGPT as a state-of-the-art or groundbreaking technology. Finally, “*Conservative – Innovative*” (NOV4) received 15 votes (13.9%) for the highest score, indicating a modest recognition of ChatGPT as an innovative tool. While responses here leaned more positively than other items in this dimension, the overall pattern suggests that students



generally do not perceive ChatGPT as highly novel, possibly due to increasing familiarity with AI tools.

4. Discussion

The overall results of the UEQ analysis indicate that students evaluate ChatGPT positively across all six dimensions: Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, and Novelty. The highest scores were recorded in the Attractiveness, Perspicuity, and Stimulation dimensions, highlighting ChatGPT's strong emotional appeal, clarity, and ability to keep students engaged. Although Novelty received the lowest score among the six dimensions, it still met the threshold for a positive evaluation, suggesting that while students see ChatGPT as useful and creative, its innovative appeal may diminish over time. These findings align with the idea that user experience is a critical factor in technology acceptance in education (Schrepp, 2019; Laksono et al., 2020).

The Perspicuity and Efficiency dimensions, reflect ChatGPT's clarity of use and its practical support for task completion. Students were able to quickly understand how to operate the platform, as shown by high scores in indicators such as "Easy to Learn" and "Understandable". Similarly, high scores in "Fast" and "Efficient" demonstrate that the system enables swift and effective language learning tasks without requiring extensive guidance or training. These results affirm the findings of (Alneyadi & Wardat, 2023), who highlighted the role of conversational AI in improving user efficiency, particularly in information-dense or challenging subjects.

Cognitive ease refers to the mental effort required to understand and interact with a system. In the context of digital learning technologies, this concept is crucial, as systems that are difficult to navigate or confusing can lead to frustration, increased cognitive load, and reduced engagement (Wedhanti et al., 2023). The high score in the Perspicuity dimension suggests that ChatGPT successfully minimizes such barriers. This finding aligns with the view of Yuen and Schlote who emphasized that intuitive interface design and clear navigation play a significant role in building user comfort and sustained engagement with educational technologies. Moreover, the high score in the Efficiency dimension reinforces the idea that ChatGPT is perceived as a timesaving and performance-enhancing tool (Jayendra et al., 2018). Students felt that they could carry out activities such as grammar checking, text generation, and vocabulary support more efficiently with ChatGPT than with traditional methods (Riastini et al., 2025). This supports previous findings by (Alneyadi & Wardat, 2023), who showed that AI-powered tools like ChatGPT improve learning efficiency through instant feedback, personalized assistance, and reduced dependence on instructors.

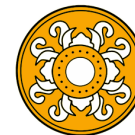
The results of the study revealed that the Stimulation dimension scored high, indicating that students experienced a sense of excitement, emotional involvement, and mental engagement while using ChatGPT as a learning tool. This suggests that the platform did not merely serve a functional purpose in completing academic tasks but also contributed to students' emotional connection with the learning process. This finding can be interpreted



through the framework of hedonic user experience theory as proposed by Hassenzahl (2008), which emphasizes emotional and experiential aspects of user interaction with technology. A high stimulation score reflects that students found ChatGPT not only useful but also enjoyable and mentally activating. This emotional engagement is a critical factor in learning motivation, particularly in language learning where sustained practice and interest are essential (Novitasari et al., 2021).

The Novelty dimension received the lowest overall score among the six dimensions, placing it right at the threshold of positive evaluation. Although still categorized as positive, this marginal score indicates that students at University in Bali perceive ChatGPT as only moderately innovative. Notably, two indicators “Conventional – Inventive” and “Usual – Leading Edge” fell into the neutral category, highlighting a decline in the perceived uniqueness of the tool. In contrast, “Dull – Creative” and “Conservative – Innovative” received clearly positive evaluations, suggesting that while students initially recognized some creative features, the sense of novelty may diminish with prolonged use. This pattern is also consistent with the Technology Engagement Theory presented by McCoy and colleagues in 2018, which explains that users typically experience greater excitement and attention when first engaging with a technology. Over time, this initial enthusiasm may decline as the tool becomes more familiar and predictable. In the context of this study, students may have been initially impressed by ChatGPT but began to experience its responses as routine and less surprising (Dantes et al., 2024). Another factor is the high level of digital exposure among today’s students. Many of them interact with multiple intelligent systems and digital tools in their daily lives, which raises their expectations about what counts as innovative. As a result, ChatGPT may be viewed as helpful but not exceptionally novel when compared to other technologies students are already familiar with. These findings are consistent with the notion of the novelty decay effect (Shin & Choo, 2012), where the excitement surrounding new technology fades as it becomes a routine part of academic life. Vo & Nguyen (2024) similarly observed that the initial allure of AI tools often wanes unless continually supported by pedagogical innovations. In the case of ChatGPT, students may have first perceived it as a disruptive addition compared to textbooks or grammar-check tools, but over time, their focus shifted toward its performance and consistency.

Moreover, the positive perception of ChatGPT among students reflects a broader institutional readiness for AI-assisted learning. In recent years, University in Bali has promoted initiatives that encourage the use of educational technology to foster independent and student-centered learning (Padmadewi et al., 2018). The findings of this study show that ChatGPT can complement these initiatives by serving as an accessible, flexible, and motivating tool that supports autonomous exploration of language and content, especially in English education courses. In conclusion, the findings of this study demonstrate that ChatGPT has strong relevance to the University in Bali context. It supports University in Bali vision of producing graduates who are technologically literate, independent thinkers, and innovative educators (Suprianti et al., 2020). By using ChatGPT as a strategic component of digital learning,



University in Bali can further enhance the quality of language education while fostering a learning environment that is adaptive, inclusive, and future-oriented.

5. Conclusion and Suggestion

This study investigated the user experience of ELE (English Language Education) students at Universitas Pendidikan Ganesha in utilizing ChatGPT for English learning. The investigation was conducted through the User Experience Questionnaire (UEQ), focusing on six dimensions: Attractiveness, Perspicuity, Efficiency, Dependability, Stimulation, and Novelty. Based on the findings, it can be concluded that the students' overall user experience with ChatGPT was positive. The highest mean scores were found in the dimensions of Attractiveness, Perspicuity, and Stimulation, indicating that students found ChatGPT to be pleasant, easy to understand, and emotionally engaging. These aspects suggest that the tool supports both usability and motivation in the learning process. Meanwhile, Efficiency and Dependability were also rated positively, which reflects that students found ChatGPT helpful and consistent in supporting their English learning tasks. However, some responses indicated that improvements could be made regarding the accuracy and reliability of information produced. The lowest score was recorded in the dimension of Novelty. Although still rated positively, this result suggests that students may perceive ChatGPT as less innovative over time, especially if not integrated with diverse or creative learning strategies. In conclusion, ChatGPT is perceived as a useful and engaging tool for English language learning. Its success depends not only on its functionality but also on how it is implemented and adapted in educational settings to maintain effectiveness and learner satisfaction.

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