



Students' Acceptance and Enjoyment of ChatGPT in English Language Learning

Made Marinety Kartini, Universitas Pendidikan Ganesha, Indonesia

Made Hery Santosa, Universitas Pendidikan Ganesha, Indonesia

Luh Indrayani, Universitas Pendidikan Ganesha, Indonesia

Abstract

The rapid growth of AI-based tools in education, particularly the increasing use of ChatGPT, has created an urgent need to understand how students perceive and engage with this technology to ensure its effective integration into English language learning. This research explores university students' acceptance and enjoyment of using ChatGPT in English language learning among English Education students at Ganesha University of Education. The study employed a sequential explanatory mixed-methods approach. Quantitative data were collected through a survey consisting of 281 students, while qualitative data were collected from semi-structured interviews with 9 students selected through purposive sampling to capture more in-depth perspectives from active ChatGPT users. In the quantitative phase, students' acceptance levels were examined using the modified Technology Acceptance Model (TAM) which included Perceived Usefulness, Perceived Ease of Use, Behavioral Intention, and Perceived Enjoyment. The results showed that students' acceptance was categorized as high level, with an average score of 75.1, indicating that students generally accept ChatGPT as part of their English language learning. Qualitative results further revealed the psychological factors, particularly enjoyment, that significantly influenced students' acceptance of ChatGPT. The students' enjoyment was shaped by individual factors, learning environments, and the influence of lecturers. Overall, the findings highlight that students' acceptance and enjoyment of ChatGPT are intertwined. Students' willingness to integrate ChatGPT is also reinforced by positive and enjoyable learning experiences. These results suggest educators and institutions should design AI-assisted learning environments that are engaging, interactive and emotionally supportive. Creating such environments can enhance students' technology adoption.

Keywords: Acceptance; Enjoyment; ChatGPT; English Learning

Corresponding: marinety@undiksha.ac.id

Article History:	Submitted	Revised	Accepted
	October 22 nd 2025	November 20 th 2025	November 27 th 2025
APA Citation:	Kartini, M. M., Santosa, M. H., & Indrayani, L. (2025). Investigating experience of university students in using ChatGPT in English learning context. <i>Journal of Educational Study</i> , 5(2), 171-186. https://doi.org/10.36663/joes.v5i2.1100		

Copyright © 2025 by Author, published by Journal of Educational Study. This is an open-access article distributed under the Creative Commons Attribution 4.0 International License (<https://creativecommons.org/licenses/by-sa/4.0/>)



1. Introduction

Artificial Intelligence (AI) has become the part of 21st century citizens and being used as a tool to enhance all sectors of our lives (Górriz et al., 2020). In educational settings, the use of digital technology promotes creativity and innovation, encouraging students to participate actively in learning (Santosa et al., 2024). AI tools have demonstrated strong potential to support learners by offering immediate feedback, personalized instruction, and interactive

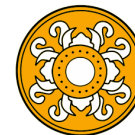


learning opportunities that can enhance learning outcomes (Enzelina et al., 2023; Rutner & Scott, 2022). Moreover, AI-based applications support writing, listening, reading, and speaking by offering personalized, interactive practice with real-time feedback, which enables students to improve their skill independently (Indrayani et al., 2025; Purnamawati et al., 2025; Suardika et al., 2024). While AI has already proved its ability to provide instant feedback, one of the most recently developed is ChatGPT.

ChatGPT, developed by OpenAI, is an AI language model designed to generate human-like responses to users prompts (Ray, 2023). This tool has been widely used for various forms of written text, including essays, articles, and social media captions (Darma et al., 2023). In educational settings, ChatGPT is increasingly adopted for learning. Its interactive features can enhance students' participation, facilitate discussion, and allow them to manage learning at their own pace (Dai, 2024; Firat, 2023; Lin et al., 2024). Recent research in EFL learners showed ChatGPT enhance learners' language performance by improving their grammar, coherence, and idea organization, as well as providing tailored feedback and motivational support (Iswari et al., 2024; Kirana & Santosa, 2024). Moreover, ChatGPT is found to assist students in gaining confidence in their critical thinking abilities and help them to understand complex concepts (Guo & Lee, 2023). These educational uses suggest ChatGPT can increase students' participation and provide flexible, real-time interactions that supports individual learning. Despite these promising functions, it's still challenges in integrating this tool in learning. Several studies highlight issues such as academic integrity, misuse of AI-generated content, and the need for responsible use of AI tools in language learning (Koraishi, 2023; Perkins, 2023; Rensburg & Reedy, 2024). Considering these issues, students' acceptance of ChatGPT requires further exploration.

Acceptance refers to the level of approval and willingness to use ChatGPT in their academic works (Liu, 2024; Strzelecki, 2024). The acceptance of ChatGPT technology in language analyzed through Technology Acceptance Model (TAM) exposes a complex interaction of factors influencing educators and students. According to Zogheib and Zogheib (2024), students tend to integrate a tool into their learning routines when they consider it easy to use. Furthermore, applying the Technology Acceptance Model (TAM) to ChatGPT use in language learning reveals an interaction. Studies continuously demonstrate that both perceived usefulness and ease of use significantly influence the intention to adopt ChatGPT in educational settings, teacher also reported that these factors positively impacted their behavioural intention to integrate ChatGPT into their classrooms (Al-Marzouqi et al., 2024; Mutammimah et al., 2024).

Affective factors may also play a role in shaping students' acceptance, particularly in language-learning contexts. Positive emotional experiences with technology such as enjoyment, can increase learners' motivation and willingness to engage continuously with learning tasks (An et al., 2022; Wu et al., 2021). Enjoyment refers to a sense of pleasure and satisfaction that arises when individuals surpass their expectations or successfully engage in challenging activities (Dewaele & Macintyre, 2016). As an intrinsic motivator, enjoyment influences users' adoption of technology by making the learning process more engaging (Walt et al., 2024). Within the Technology Acceptance Model (TAM) framework, perceived enjoyment significantly influences user's behavioural intention to accept and utilize technology



(Mohamad et al., 2021). Likewise, a study by Cano & Nunez (2024) highlight that alongside usefulness and ease of use, perceived enjoyment serves as a crucial determinant of technology adoption.

Previous studies have demonstrated the advantages of ChatGPT and other AI tools in supporting students' writing, grammar, and communication skills (Ashfaraliana et al., 2025; Agustini, 2023; Xiao & Zhi, 2023). However, most studies focus on either general acceptance factors or enjoyment, leaving limited understanding of how these two variables interconnected within the context of ChatGPT-based language learning. Moreover, studies targeting EFL learners particularly within Indonesian higher education contexts. Addressing this gap, the present study aims to analyze students' acceptance of ChatGPT and explore the role of enjoyment in shaping their acceptance within English language learning contexts. The findings are expected to contribute both theoretically by extending the TAM and practically by offering deeper insights for educators and institutions to support effective and emotionally engaging AI-assisted language learning environments.

2. Method

This research employed a sequential explanatory mixed-methods approach, combining quantitative and qualitative approaches to obtain a comprehensive insight into students' acceptance of ChatGPT along with how enjoyment influences the acceptance. The quantitative phase involved a questionnaire to gathered numerical data on students' acceptance. The qualitative phase followed to provide deeper insights on students' enjoyment in using ChatGPT. The research was conducted at Ganesha University of Education, specifically within the English Language Education Study Program. The participants consisted of undergraduate students enrolled in the program, with a total population of 917 active students. For the quantitative phase, simple random sampling was applied, and the minimum of sample size was determined using Slovincs' formula with 5% margin of error, resulting in 279 participants. For the qualitative phase, purposive sampling was used to select respondent who met specific criteria which the participants were an active student of English Language Education study program with a minimum of 4-6 months' experience using ChatGPT for academic purposes.

The study utilized two research instruments. The first was questionnaire adapted from Technology Acceptance Model (TAM) which consist of four indicators namely: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Behavioral Intention (BI), and Perceived Enjoyment (PE) with a total of 19 items rated on a 5 Likert-type scale. Before being distributed to participants, the questionnaire's validity and reliability were evaluated using SPSS version 23. Furthermore, the content validity was assessed by two English education experts who judge the relevance of each item to the research objectives. The Gregory Index resulted a coefficient of 1.00, indicating perfect agreement between the experts and confirming that all items were relevant. Empirical validity was determined by analyzing the correlation between each item and the total score with all items meeting the minimum acceptable correlation value. The reliability test using Cronbach's Alpha produced a coefficient of 0.909. According to George and Mallery (2016) values of 0.90 or above are considered as excellent, therefore this instrument demonstrated an excellent level of reliability. The semi-structured interview guide was adapted from Dewaele's Foreign Language Enjoyment (FLE) scale and was used to

explore students' emotional experiences and enjoyment in using ChatGPT for English learning. Expert judgment was also conducted to ensure the clarity and suitability of the interview items. Data collection was carried out sequentially in two phases. In the quantitative phase, 281 participants completed the TAM-based questionnaire distributed online. The results from this phase provided numerical data on students' levels of acceptance of ChatGPT. In the qualitative phase, semi-structured interviews were conducted with selected 9 participants to explore their experiences and perceptions in greater depth. All the interview sessions audio-recorded with participants' permission and the recordings were then transcribed afterwards, ensuring that the data could be accurately analyzed.

Quantitative data were analyzed using descriptive statistics, including mean scores and standard deviations, to determine the level of students' acceptance. The categorization of the results followed the guideline proposed by Koyan (2012). The qualitative data were analyzed using thematic analysis based on six-phase framework proposed by Braun and Clarke (2006) which consists of data familiarization, initial coding, theme identification, theme review, theme definition and naming, and final report production. The integration of both quantitative and qualitative findings provided a comprehensive understanding of how enjoyment influences students acceptance of ChatGPT in English language learning

Table 1. Guideline of Qualification Level

Interval	Qualification
$M_i + 1,5 SD_i X < M_i + 3,0 SD_i$	Very High Acceptance
$M_i + 0,5 SD_i X < M_i + 1,5 SD_i$	High Acceptance
$M_i - 0,5 SD_i X < M_i + 0,5 SD_i$	Average Acceptance
$M_i - 1,5 SD_i X < M_i - 0,5 SD_i$	Low Acceptance
$M_i - 3,0 SD_i X < M_i - 1,5 SD_i$	Very Low Acceptance

3. Findings

The findings of the analysis are divided into two parts, which are quantitative findings followed by the qualitative findings. This section presents the quantitative findings of the study based on the data collected from participants through questionnaire by overall indicators of acceptance used in his study which are PU, PEOU, BI. And PE.

Table 2. Students' Acceptance Toward the Use of ChatGPT for English Learning

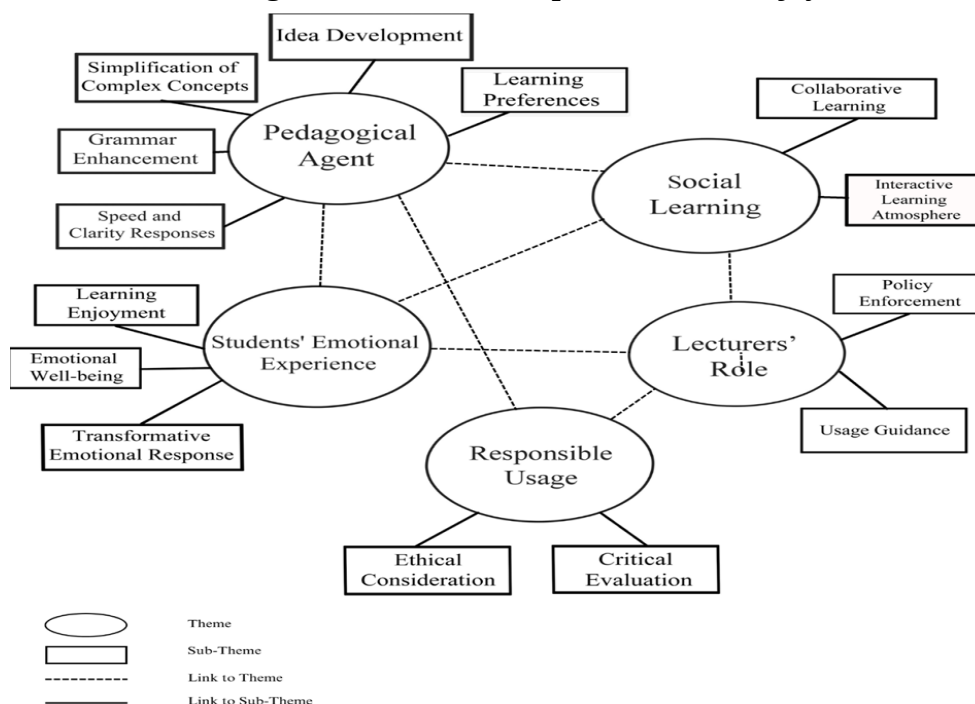
Aspects	Ideal Mean Score	Qualification
Overall Acceptance	75.1	High Acceptance
Perceived Usefulness	24.05	Very High Acceptance
Perceived Ease of Use	23.7	High Acceptance
Behavioral Intention	11.4	High Acceptance
Perceived Enjoyment	15.93	Very High Acceptance

According to the quantitative findings, overall students' acceptance level towards ChatGPT was high, indicates that students generally had positive perceptions toward this tool for English language learning. Among the four measured aspects, which are PU, PEOU, BI, and PE, two were classified as "Very High" level (PU= 24.05 and PE= 15.93). This suggests that ChatGPT effectively supports students in improving their English language learning activities and appealing enough to maintain engaging learning experiences. However, two other aspects were classified as "High" level (PEOU= 23.7 and BI= 11.4). This finding indicates that students generally accepted ChatGPT as a helpful and accessible tool, although their perceptions of ease of use and intention to continue using it were slightly lower than their perceptions of usefulness and enjoyment. The lower scores for PEOU and BI may suggest that some students still faced minor difficulties in operating ChatGPT efficiently or were not yet fully confident in integrating it into their learning routines. These limitations might be due to their concerns about the accuracy and appropriateness of ChatGPT's response. In addition, further explanation regarding students' enjoyment in using ChatGPT for English language learning is explained in following section.

Students' Enjoyment Toward the Use of ChatGPT for English Learning

The analysis is continued on qualitative phase where students experienced enjoyment feeling while using ChatGPT in English language learning. The findings found five main themes which each theme has a connection to the other theme. The thematic map is presented in Figure 1.

Figure 1. Thematic Map of Students Enjoyment





Pedagogical Agent

The first theme highlighted the students widely used ChatGPT as a tool to support their English learning. The findings found the tool was helpful in writing-related tasks such as grammar checking, improving sentence structure, and brainstorming idea. As one of the students stated,

...ChatGPT can quickly help correct my grammar, so I don't need to open Grammarly or any other tools. The grammar suggestions are already right there, ready to use (S-5)

The statement showed that ChatGPT offers immediate support allowing student to revise their grammar without relying on multiple tools. By offering automatic grammar feedback, ChatGPT saved their time and made the writing process more efficient. Furthermore, this too also assisted in vocabulary support, where it provides alternative word choices and helps expands their vocabulary. As student one of the students explained below,

... Since writing in English can be a bit risky in terms of plagiarism, ChatGPT really helps reduce that risk by offering a variety of easy-to-understand synonym options (S-1)

This highlights ChatGPT's role in helping learners expand their vocabulary and avoid repetitive language. By providing of appropriate synonyms along with their meanings, ChatGPT helped students choose words more independently and reduce the risk of plagiarism.

Social Learning

The second theme indicated that ChatGPT plays a role in creating collaborative and social learning experiences. Some students described how ChatGPT supported group work, encourage discussion among peers, and contribute to a more engaging atmosphere to collaborative academic tasks. As one student explained,

...We once had an interpreting assignment where we had to interpret sentences given by our lecturer. We used ChatGPT to discuss and filter the information and we were able to work together more efficiently and finish the task faster. (S-1)

The finding above highlights how ChatGPT facilitated more effective group discussion by allowing students clarify the information and improve their interpretations during group tasks. Students were found that integration ChatGPT in group activities made learning more entertaining. One student shared their experience on how ChatGPT made learning discussion more engaging,

...we'd be discussing something, then check with ChatGPT, and it turns out there's some extra info that's actually correct too, that really makes the learning process feel more alive. (S-3)

Here, ChatGPT was described as making discussion more dynamic and adding sense of liveliness to the learning process.

Lecturers' Role

The third theme highlighted the role of lectures in shaping how students use ChatGPT in academic and English learning contexts. The findings reveal that lecturers assume an



important position role in influencing students' use of ChatGPT for learning purposes. Students' decision to use the tool and the way they use it often influenced by lecturers' openness and guidance. As one of the students describe,

...my lecturer seems open of using technology, especially AI. They allow us to use ChatGPT, but with clear boundaries. It's more for helping us explore ideas or brainstorm topics not for copy-pasting. So, we're still expected to think by ourselves (S-2)

The statement emphasized how lecturers encourage responsible use by clearly defining the role of ChatGPT as a support tool rather than a full-replacement for independent thinking. Some students also reported that their lecturers provide a guidance on how to use ChatGPT effectively such as formulating prompt and giving other AI tools recommendation.

In this assessment course, the lecturer also happened to show us how to write prompts so that ChatGPT's responses match what we actually need. For example, when creating questions, we can directly include the guidelines, the theme, and even the word count. That way, the answer really fits what we're looking for (S-5)

This statement showed how lecturer actively helped students to maximize ChatGPT's usefulness by demonstrating specific prompt-writing techniques. This guidance from their lecturer helped students communicate their needs clearly to ChatGPT and receive outputs that are more targeted and relevant. Furthermore, their lecturers suggested them to use other AI platforms.

... my lecturers also once helped us use other AI tools, like Perplexity and Connected Papers. These were recommended because they make it easier to find journals and other academic information (S-1)

This excerpt suggested that lecturers were expanding students' access to technology and enhancing their digital literacy by introducing AI tools besides ChatGPT, particularly those for research and literature searches.

Students' Emotional Experience

In the fourth theme, a variety of emotional responses were expressed by students, such as feelings of enjoyment, relief, increased motivation, and a sense of caution. The findings revealed that many students had positive and enjoyable learning experience when using ChatGPT in their English learning process, particularly in writing activities supported by the tool's features. One student explained,

...ChatGPT has been super helpful for learning English... it's really boosted my confidence and made me feel proud of the skills I've built so far (S-4)

This statement showed ChatGPT not only facilitated student in improving their writing skills but also influenced to their positive emotions, such as feeling proud of their English writing abilities. In addition, the other student described their experience using ChatGPT as a really pleasant experience. One of the students described,



...Overall, it's been a really pleasant experience while using ChatGPT for learning, especially when I was working on my thesis, which was also in English (S-2)

The student's statement highlighted that ChatGPT supported both academic performance and more positive learning experience. Additional findings discovered that the lecturer's rules regarding the use of ChatGPT had an influence on students' emotional response towards the tool. The lecturer's openness toward AI use, alongside with clear boundaries also shaped their sense of ethics toward its use. One student described how this rule promoted a greater awareness of responsibility,

...With a lecturer open to AI, it actually made me more careful. I felt a sense of responsibility too since we were allowed to use ChatGPT. It wouldn't feel right to rely on it 100, it just wouldn't be ethical... (S-7)

This statement suggested that although the lecture allowed ChatGPT, the students did not rely on it completely. Instead, they chose to confirm the information reliability using other credible sources, customizing results, and avoiding unethical practices in academic work. Similar opinion was expressed by another student, who said that the rules increased their awareness, while still enjoying the benefits of ChatGPT. As student said,

... So now I'm more aware and more careful in using ChatGPT, even though the lecturer allows it with certain conditions. Still, I enjoy using ChatGPT for learning (S-5)

This statement showed a balance between awareness and enjoyment, indicating that the rules set by the lecturer did not caused disengagement. Instead, the student still enjoyed using ChatGPT, knowing they could get benefit from it while having clear guidance on how to use it properly. More than academic assistant, the findings also revealed that ChatGPT played a role in supporting students' emotional well-being, particularly providing a safe space for expressing their feelings and thoughts. For example, one student explained,

I also sometimes chat with ChatGPT about everyday stuff kind of like having someone to talk to... it still manages to give thoughtful advice and responses that make me feel heard but even so, I really enjoy using ChatGPT... (S-4)

This statement suggested that the interaction with ChatGPT provided a form of emotional release. The students viewed ChatGPT not only as an academic resource but also as an emphatic listener.

Responsible Usage

The fifth theme is about students' ethical consideration and critical evaluation within ChatGPT in English language learning. Several students displayed awareness of potential risks and responsibilities in using ChatGPT. One student shared:

...I usually don't use the answers directly I treat them as references, then rewrite them to match my own writing style (S-5)



This practice reflected a mindful effort to utilize ChatGPT as an assisting tool instead of a complete substitute for their personal work, highlighting the role of ethical decision making in students' engagement with AI. Further findings also emphasized the important of verifying information while ChatGPT is helpful it should not be trusted fully, as student explained,

...I've learned that ChatGPT is an alternative source for getting answers, but that doesn't mean the answers are always correct. We still need to review and cross-check the information like by reading various references or books to make sure whether the answer is accurate or not... (S-5)

Those findings revealed that students expressed the ability to assess the reliability of AI-generated content, cross-check the information with other sources, selectively use information, and avoiding fully dependence on the tool. It was done by students because they know ChatGPT's limitations, particularly inconsistent responses.

4. Discussion

The findings of this research provide a comprehensive overview of English Education students' acceptance and enjoyment in utilizing ChatGPT for English learning. The quantitative results indicated that the students demonstrated a high level of acceptance with an overall mean score of 75.1, which falls within the high category. This finding implies that students generally view ChatGPT positively as a supportive learning tool. Similar findings were reported in Yoni (2024), who found that students expressed positive perceptions toward ChatGPT. However, while previous study examined ATU, the present study emphasized perceived enjoyment (PE) as part of the Technology Acceptance Model (TAM). This distinction reveals that different physiological constructs can explain acceptance, yet both point toward ChatGPT's growing acceptance in academic settings.

Regarding individual constructs of TAM, Perceived Usefulness (PU) was found to be at very high level ($M=24.05$), showing that students strongly believed ChatGPT improved their learning performance. Interview data reinforced this, as students described ChatGPT as beneficial for grammar correction, vocabulary, and simplifying complex topics. This finding contrasts with Ho and Nguyen (2024), who reported neutral perceptions of ChatGPT's usefulness, possibly due to limited user experience and guidance. Moreover, Perceived Ease of Use (PEOU) was categorized as high ($M=23.7$), indicating that students found ChatGPT user-friendly and easy to operate. Many students emphasized its simplicity compared to other digital tools. Supporting the findings, a study from Ashfaraliana et al (2025), who reported that university students found ChatGPT easy to navigate. These ease of interaction and intuitive design of ChatGPT appear to reduce learning barriers. Furthermore a study by Irianto et al (2024) emphasized that AI tools with minimal instruction requirements are well-suited for academic integration. In terms of Behavioral Intention (BI), the study found students intention to use ChatGPT in the future learning activities was in high level ($M= 11.4$). It supported by the interview result revealed that students preferred ChatGPT over other platforms for its versatility in exploring materials, organizing writings and brainstorming idea which drive them to use it in the future. These findings underscore that ChatGPT usefulness as a key driver of



students behavioral intention, in contrast to Azwar and Jayanti (2025) who found both usefulness and ease of use equally influential. The final construct, Perceived Enjoyment (PE), achieved a very high level ($M = 15.93$). This very high level indicates that students perceived ChatGPT as a tool that made learning process more enjoyable and interacting. However, qualitative data revealed a more nuanced perspective while students experienced enjoyment, they also recognized the limitations related to credibility and overreliance. This critical awareness aligns with (Abdalla, 2024) who found that enjoyment and awareness jointly influenced ChatGPT acceptance. Thus, acceptance in this context is shaped not merely by positive emotion but by a balance of engagement and critical reflection.

Continuing this discussion, the findings indicated that students' acceptance of ChatGPT in English language learning was closely linked to their emotional experiences. ChatGPT functioned as a supportive learning assistant by clarifying difficult materials, facilitating idea generation in writing, and providing constructive feedback to enhance students' work quality. These roles of ChatGPT suggest that the tool can serve as a learning partner, resonating with Kim and Baylor (2006) concept of Pedagogical Agents as Learning Companions (PALs), which describes pedagogical agents in learning are designed to take human-like roles such as peers, tutors or mentors in learning context. Building on this emotional dimension, students described feelings of enjoyment, confidence, and curiosity when engaging with ChatGPT.

Beyond academic purposes, some also used it to share personal thoughts or emotions, reflecting its contribution to well-being through a sense of virtual support and emotional stability. These findings are line with Sethi and Jain (2024), who noted that AI-based learning assistants can enhance students emotional experiences through personalized and responsive interactions. Similarly, Rathika et al. (2024) reported that AI tutors improve students' confidence and engagement through real-time feedback. Moreover, the present study found that these benefits were tied to students' responsible use of ChatGPT, marked by mindful and critical engagement. This findings supports a study by Yang (2024), who found that while students perceive ChatGPT as useful, they remain aware of its limitations and the need for verification.

Furthermore, social learning was also associated with students' emotional learning experiences, Collaborative discussions and idea exchanges fostered enjoyment and strengthen peer connections, creating a more positive and engaging learning environment. This aligns with Barham and Clarke (2022), who found that positive emotions in technology-assisted language learning promote students' willingness to collaborate and engage in group learning. The lecturers' role also shaped students' emotional experiences in using ChatGPT. Lecturers guided students to use the tool effectively and responsibly by demonstrating prompt formulation, suggesting relevant AI platforms, and setting clear boundaries to prevent uncritical reliance. This action reflected lecturers' roles as facilitators and organizers (Rasmiani et al., 2023), ensuring ChatGPT use remained academically purposeful.

Moreover, their involvement supported social learning, as lecturers provide guidance and scaffolding within the learning process. This reflects with Vygotsky's (1978) theory of

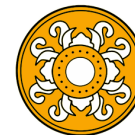


social-constructivism, in which learning occurs through interaction with a more knowledgeable other, someone who provides the necessary support for learners to progress within their proximal development. Addition finding indicates the lecturers' role also influenced mixed emotional responses among students. While openness and guidance in using AI encouraged enjoyment and motivation, the emphasis on academic integrity prompted caution and critical evaluation. Lecturers discouraged direct copy-paste and required information validation, ensuring that ChatGPT's outputs were used responsibly. These findings align with Dewaele and Dewaele (2020), who demonstrated that teachers' attitude significantly impact students' emotional experiences. Extending this to digital contexts, the present study shows that lecturers' openness toward AI integration can simultaneously foster positive emotions and critical awareness.

The findings suggest that ChatGPT has a considerable potential as a learning tool in English language learning. The high level of students' acceptance indicates that ChatGPT can support students in improving their performance, motivation, and engagement in learning activities. However, teachers need to give clear guidance to help students use ChatGPT ethically and critically, such as by showing how to create good prompts and check the accuracy of the responses. In addition, students' feeling of enjoyment implies that ChatGPT can create a more engaging and less anxious learning atmosphere. Therefore, this study implies that ChatGPT can be used as a helpful tool to promote independent learning, critical thinking and active participation in English learning

5. Conclusion and Suggestion

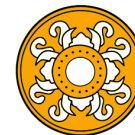
This study investigated university students' acceptance and enjoyment in using ChatGPT for English learning, focusing on English Education students at Ganesha University of Education. The findings revealed that students demonstrated a high level of acceptance toward ChatGPT, reflecting its perceived usefulness, ease of use, behavioral intention, and perceived enjoyment. Among these indicators, perceived usefulness and perceived enjoyment were categorized as very high, while perceived ease of use and behavioral intention were at a high level. The qualitative findings further revealed that students experienced considerable enjoyment while using ChatGPT, as it helped them simplify explanations, improve their academic writing, and support their emotional well-being. Nevertheless, several students raised doubts about the credibility of ChatGPT's responses, which in turn encouraged them to think critically. Overall, these results highlight the role of the ChatGPT in enhancing both the effectiveness and enjoyment of English learning. However, this study was limited from a single university and study program, which may not fully represent the experiences of all learners. Therefore, future studies are encouraged to involve a larger and more diverse group of participants from various universities, study programs, and regions to provide a broader understanding of students' acceptance and enjoyment in using ChatGPT. Future research could also explore differences across academic levels or learning contexts to examine how students' experiences may vary. Additionally, researchers may consider investigating other related



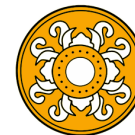
factors that contribute to students' acceptance and enjoyment, offering a more comprehensive insights of ChatGPT's role in supporting English learning. Practically, educators are encouraged to integrate ChatGPT strategically into their teaching practices to foster student engagement and facilitate independent learning.

References

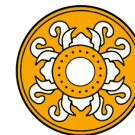
- Abdalla, R. A. M. (2024). Examining awareness, social influence, and perceived enjoyment in the TAM framework as determinants of ChatGPT. Personalization as a moderator. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(3). <https://doi.org/10.1016/j.joitmc.2024.100327>
- Al-Marzouqi, A., Salloum, S. A., Al-Saidat, M., Aburayya, A., & Gupta, B. (2024). *Artificial Intelligence in education: The Power and dangers of ChatGPT in the classroom*. Springer. <https://doi.org/10.1007/978-3-031-52280-2>
- An, F., Xi, L., Yu, J., & Zhang, M. (2022). Relationship between technology acceptance and self-directed learning: Mediation role of positive emotions and technological self-efficacy. *Sustainability (Switzerland)*, 14(16). <https://doi.org/10.3390/su141610390>
- Ashfaraliana, N., Hadi, A., Mohamad, F., Md Johar, E., & Kadir, Z. (2024). Exploring the acceptance of ChatGPT as an assisting tool in academic writing among ESL undergraduate students. *Journal of Research and Innovation in Social Science (IJRISS)*, 8(10), 2886-2901. <https://dx.doi.org/10.47772/IJRISS.2024.8100242>
- Azwar, T. A., & Jayanti, F. G. (2025). Examining Indonesian EFL students' acceptance of ChatGPT as a supplementary English grammar learning resource. *Wiralodra English Journal*, 9(1), 123–137. <https://doi.org/10.31943/wej.v9i1.402>
- Barham, K. A., & Clarke, R. (2022). "When we see strange words": Student-centered experiences using dictionary apps within and beyond the English language classroom in Palestine. *SAGE Open*, 12(4), 1–11. <https://doi.org/10.1177/21582440221141697>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Cano, J. R., & Nunez, N. A. (2024). Unlocking innovation: How enjoyment drives GenAI use in higher education. *Frontiers in Education*, 9, <https://doi.org/10.3389/feduc.2024.1483853>
- Dai, Y. (2024). The potential impact of ChatGPT technology on school education innovation: Principal's forward thinking. In *Transactions on Social Science, Education and Humanities Research* (Vol. 4). <https://doi.org/10.62051/mpy69479>
- Darma, R. N., Syahid, A., Fatma, Lestari, A.P., Basahil, A., & Ningrum, R. L. (2023). The student's perception of using ChatGPT for EFL students. *Jurnal Ilmu Pendidikan Nasional (JIPNAS)*, 1(3), 143–146. <https://doi.org/10.59435/jipnas.v1i3.193>
- Dewaele, J.-M., & Macintyre, P. D. (2016). 9 foreign language enjoyment and foreign language classroom anxiety: The right and left feet of the language learner. *Positive psychology*



- in SLA (pp. 215–236). Multilingual Matters <https://doi.org/10.21832/9781783095360-010>
- Dewaele, J. M., & Dewaele, L. (2020). Are foreign language learners' enjoyment and anxiety specific to the teacher? An investigation into the dynamics of learners' classroom emotions. *Studies in Second Language Learning and Teaching*, 10(1), 45–65. <https://doi.org/10.14746/ssl.t.2020.10.1.3>
- Enzelina, Y. N., Santosa, M. H., & Paramartha, A. A. G. Y. (2023). Exploring English language education major university lecturers' and students' perceptions of AI-based applications in post-pandemic learning. *SALEE: Study of Applied Linguistics and English Education*, 4(2), 487–502. <https://doi.org/10.35961/salee.v4i2.843>
- Firat, M. (2023). What ChatGPT means for universities: Perceptions of scholars and students. *Journal of Applied Learning and Teaching*, 6(1), 57–63. <https://doi.org/10.37074/jalt.2023.6.1.22>
- George, D., & Mallery, P. (2016). *IBM SPSS Statistics 23 step by step: A simple guide and reference* (14th ed.). Routledge. <https://doi.org/10.4324/9781315545899>
- Górriz, J. M., Ramírez, J., Ortíz, A., Martínez-Murcia, F. J., Segovia, F., Suckling, J., Leming, M., Zhang, Y. D., Álvarez-Sánchez, J. R., Bologna, G., Bonomini, P., Casado, F. E., Charte, D., Charte, F., Contreras, R., Cuesta-Infante, A., Duro, R. J., Fernández-Caballero, A., Fernández-Jover, E., ... Ferrández, J. M. (2020). Artificial intelligence within the interplay between natural and artificial computation: Advances in data science, trends and applications. *Neurocomputing*, 410, 237–270. <https://doi.org/10.1016/j.neucom.2020.05.078>
- Guo, Y., & Lee, D. (2023). Leveraging ChatGPT for enhancing critical thinking skills. *Journal of Chemical Education*, 100(12), 4876–4883. <https://doi.org/10.1021/acs.jchemed.3c00505>
- Ho, A., & Nguyen, H. (2024). Generative artificial intelligence and ChatGPT in language learning: EFL students' perceptions of technology acceptance. *Journal of University Teaching and Learning Practice*, 21(6). <https://doi.org/10.53761/fr1rkj58>
- Indrayani, L., Putu Astiti Pratiwi, N., & Ketut Resika Arthana, I. (2025). ELSA Speak as a Speaking Partner: A Mixed-Methods Study in an Indonesian Higher Education Context. *Journal of Education and Teaching (JET)*, 6(2), 518–533. <https://doi.org/10.51454/jet.v6i2.649>
- Irianto, T. U., Sari, A., & Laili, I. (2024). Exploring learners' perceptions with ChatGPT as an English language learning tool. *Scope: Journal of English Language Teaching*, 8(2), 616. <https://doi.org/10.30998/scope.v8i2.22283>
- Iswari, M. N., Santosa, M. H., & Indrayani, L. (2024). Transforming EFL instruction: A systematic review of chatbot integration in English language learning. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 12(3), 302–309. <https://doi.org/10.23887/jpbi.v12i3.92081>



- Kim, Y., & Baylor, A. L. (2006). A social-cognitive framework for pedagogical agents as learning companions. *Educational Technology Research and Development*, 54(6), 569–596. <https://doi.org/10.1007/s11423-006-0637-3>
- Kirana, N. P. Y., & Santosa, M. H. (2024). The use of ChatGPT in academic writing skills for EFL learners: A systematic literature review. *EDUCAFL: Journal of Education of English as Foreign Language*, 7(2), 157–179. <https://doi.org/10.21776/ub.educafl.2024.007.02.04>
- Koraishi, O. (2023). Teaching English in the age of AI: Embracing ChatGPT to optimize EFL materials and assessment. 55–72. *LET: Linguistics, Literature, and English Teaching Journal*, 3, 55-72. <https://langedutech.com/letjournal/index.php/let/article/view/48>
- Koyan, I. W. (2012). *Implementasi teknik analisis data kuantitatif*. Universitas Pendidikan Ganesha Press.
- Lin, X., Luterbach, K., Gregory, K. H., & Sconyers, S. E. (2024). A case study investigating the utilization of ChatGPT in online discussions. *Online Learning Journal*, 28(2). <https://doi.org/10.24059/olj.v28i2.4407>
- Liu, Z. (2024). The study of users' satisfaction and acceptance on artificial intelligence (AI). In *Journal of Education, Humanities and Social Sciences*, 27, 117-122 (Special Issue: 6th International Conference on Informatization in Education, Management and Business IEMB 2023). <https://doi.org/10.54097/f4hgqw30>
- Mohamad, M. A., Radzi, S. M., & Hanafiah, M. H. (2021). Understanding tourist mobile hotel booking behaviour: Incorporating perceived enjoyment and perceived price value in the modified technology acceptance model. *Tourism and Management Studies*, 17(1), 19–30. <https://doi.org/10.18089/TMS.2021.170102>
- Mutammimah, H., Rejeki, S., Kustini, S., & Amelia, R. (2024). Understanding teachers' perspective toward ChatGPT acceptance in English language teaching. *International Journal of Technology in Education*, 7(2), 290–307. <https://doi.org/10.46328/ijte.656>
- Perkins, M. (2023). Academic integrity considerations of AI large language models in the post-pandemic era: ChatGPT and beyond. *Journal of University Teaching and Learning Practice*, 20(2), Article 07. <https://doi.org/10.53761/1.20.02.07>
- Purnamawati, L. D., Santosa, M. H., & Dewi, K. S. (2025). The effect of using DeepL on the writing skills of 11th grade students in Hospitality Major at SMK Negeri 1 Singaraja. *Jurnal JEOPALLT*, 13(01), 126–145. <https://doi.org/10.35194/jj.v13i1.5047>
- Agustini, N.P.O. (2023). Examining the role of ChatGPT as a learning tool in promoting students' English language learning autonomy relevant to Kurikulum Merdeka Belajar. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 4(2), 921–934. <https://doi.org/10.62775/edukasia.v4i2.373>
- Rasmiani, D. M. S., Santosa, M. H., & Mahendrayana, G. (2023). English teachers' roles on mobile-assisted language learning-based strategies during emergency remote teaching in 11th grade of SMK Negeri 1 Denpasar. *Journal of English Teaching*, 9(2), 239–251. <https://doi.org/10.33541/jet.v9i2.4714>



- Rathika, P., Yamunadevi, S., Ponni, P., Parthipan, V., & Anju, P. (2024). Developing an AI-powered interactive virtual tutor for E-enhanced learning experiences. *International Journal of Computational and Experimental Science and Engineering*, 10(4), 1594–1600. <https://doi.org/10.22399/ijcesen.782>
- Ray, P. P. (2023). ChatGPT: A comprehensive review on background, applications, key challenges, bias, ethics, limitations and future scope. In *Internet of Things and Cyber-Physical Systems* (Vol. 3, pp. 121–154). KeAi Communications Co. <https://doi.org/10.1016/j.iotcps.2023.04.003>
- Rensburg, H., & Reedy, N. (2024). ChatGPT in higher education: A comprehensive study of the literature. Friend or foe? In *European Conference on E-Learning* 23(1). 381–386. <https://doi.org/10.34190/ecel.23.1.3126>
- Rutner, S. M., & Scott, R. A. (2022). Use of artificial intelligence to grade student discussion boards: An exploratory study. In *Information Systems Education Journal (ISEDJ)*, 20(4). <https://isedj.org/2022-20/n4/ISEDJv20n4p4.html>
- Santosa, M. H., Surya Putra, I. B. Y. B., & Pratiwi, N. P. A. (2024). EFL Students' online learning readiness: performing out the basic functions of technology. *Pedagogy: Journal of English Language Teaching*, 12(1), 59-80 <https://doi.org/10.32332/joelt.v12i1.3590>
- Sethi, S. S., & Jain, K. (2024). AI technologies for social emotional learning: recent research and future directions. *Journal of Research in Innovative Teaching and Learning*, 17(2), 213–225. <https://doi.org/10.1108/JRIT-03-2024-0073>
- Strzelecki, A. (2024). Students' acceptance of ChatGPT in higher education: An extended unified theory of acceptance and use of technology. *Innovative Higher Education*, 49(2), 223–245. <https://doi.org/10.1007/s10755-023-09686-1>
- Suardika, I. P. G., Ratminings, N. M., Santosa, M. H., & Suarcaya, P. (2024). Exploring the application of Generative Artificial Intelligence (Gen-AI) at EFL primary classroom. *International Seminar on Language, Education, and Culture (ISoLEC)*, 2023, 91–97. <http://conference.um.ac.id/index.php/isolec/article/viewFile/9823/3664>
- Van der Walt, F., Nkoyi, A., & Thithi, M. (2024). The influence of selected factors on perceived enjoyment of the online learning experience: Lessons for post-COVID-19 classrooms. *Frontiers in Education*, 9 :1274126. <https://doi.org/10.3389/feduc.2024.1274126>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher mental processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Wu, C., Gong, X., Luo, L., Zhao, Q., Hu, S., Mou, Y., & Jing, B. (2021). Applying control-value theory and unified theory of acceptance and use of technology to explore pre-service teachers' academic emotions and learning satisfaction. *Frontiers in Psychology*, 12, 738959. <https://doi.org/10.3389/fpsyg.2021.738959>



- Xiao, Y., & Zhi, Y. (2023). An exploratory study of EFL learners' use of ChatGPT for language learning tasks: experience and perceptions. *Languages*, 8(3). <https://doi.org/10.3390/languages8030212>
- Yang, H. (2024). Towards Responsible Use: Student Perspectives on ChatGPT in Higher Education. *Proceedings of the European Conference on E-Learning, ECEL*, 23(1), 415–422. <https://doi.org/10.34190/ecel.23.1.2790>
- Yoni, A. (2024). Students' perception of using ChatGPT at English education department of STAI Hubbulwathan Duri. *Jolly Journal of English Education*, 2(2), 122–131. <https://doi.org/10.63435/jjee.v2i2.105>
- Zogheib, S., & Zogheib, B. (2024). Understanding university students' adoption of ChatGPT: Insights from TAM, SDT, and beyond. *Journal of Information Technology Education: Research*, 23, Article 25. <https://doi.org/10.28945/5377>