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Students' Perceptions of ChatGPT: Usability and Enjoyment in English Language Education

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Abstract

The rapid development of artificial intelligence has influenced English language learning practices, particularly through the integration of ChatGPT as a learning support tool. This study investigates students' perceptions of ChatGPT's usability and explores their learning experiences when using the tool in the English Language Education Study Program. The population consisted of 941 undergraduate students enrolled in the program. Using simple random sampling and Slovin's formula with a 10% margin of error, 90 students were selected as research participants. A sequential explanatory mixed-methods design was employed. Participants used the free version of ChatGPT (GPT-3.5) for one academic semester to support tasks such as writing assignments, idea development, grammar checking, and understanding linguistic concepts. Its use was integrated into coursework and guided by lecturers to promote critical and responsible engagement. Quantitative data were collected using the System Usability Scale (SUS), while qualitative data were obtained through semi-structured interviews with four purposively selected students to gain deeper insight into their experiences. Descriptive analysis revealed an average SUS score of 63, indicating marginal usability. This suggests that although ChatGPT is perceived as beneficial, its usability has not yet reached an optimal level for academic purposes. Interview findings indicated that participants described generally positive learning experiences, including increased confidence, reduced anxiety, and assistance in developing writing skills. However, these qualitative insights reflect individual perspectives and do not constitute a measured level of enjoyment across the broader sample. Several challenges were identified, including occasional inaccuracies, overly general responses, and the potential for overreliance without adequate pedagogical supervision.

Keywords: ChatGPT; Usability; Enjoyment; Student Perceptions, English Language Education

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INTRODUCTION

The rapid advancement of artificial intelligence has significantly influenced educational practices by providing new opportunities to support teaching and enhance students' learning experiences. Artificial intelligence, often referred to as machine intelligence, is defined as the ability of computer systems to perform tasks that normally require human cognitive processes such as reasoning, interpreting meaning, learning from experience, and making decisions (Copeland & Proudfoot, 2007; Mallik & Gangopadhyay, 2023). Artificial intelligence represents a technological effort to achieve human level intelligence through data driven computational systems that can adapt to their environment and improve performance over time (Adamopoulou & Moussiades, 2020; Solanki & Khublani, 2024). These adaptive capabilities make artificial intelligence highly relevant in educational contexts where flexibility and individualized learning support are increasingly required.

The digital transformation of education has accelerated the adoption of artificial intelligence in secondary and higher education institutions worldwide, leading to growing interest in artificial intelligence in education. This field focuses on the integration of artificial intelligence into teaching and learning practices to improve educational quality and learner engagement (Tseng & Lin, 2024). Previous studies indicate that artificial intelligence supported learning environments can increase student engagement and enjoyment in language learning (Aryanti & Santosa, 2024; Kristiawan et al., 2024; Winarsa et al., 2025; Indrayani et al., 2022) The studies reported that the use of artificial intelligence-based tools improved English-speaking skills, reduced speaking anxiety, and increased learner confidence through personalized feedback and a supportive learning environment. These findings suggest that artificial intelligence contributes not only to cognitive development but also to affective aspects of language learning.

One widely discussed application of artificial intelligence in education is ChatGPT, an advanced language model developed by OpenAI based on the Generative Pre trained Transformer architecture (Bendig & Bräunche, 2024; Lo, 2023). ChatGPT is designed to comprehend and generate human like text through large scale supervised and unsupervised learning. It is capable of responding to a wide range of academic tasks including writing support, idea development, grammar checking, translation, summarization, and interactive discussion (Chan & Hu, 2023; McDonald et al., 2025). Unlike earlier artificial intelligence tools, ChatGPT can maintain conversational context, respond to follow up questions, and refine its outputs, making it a potentially valuable tool for English language learning (Song & Song, 2023; Wulandari & Purnamaningwulan, 2024).

Empirical research generally reports positive student perceptions of ChatGPT in academic and language learning contexts. Students often view ChatGPT as useful for improving writing efficiency, organizing ideas, and supporting language accuracy (Kohnke, 2024; Niloy et al., 2024). Studies also indicate that artificial intelligence-based tools can enhance motivation and engagement by providing immediate feedback and flexible learning support (Deng et al., 2025; Indrayani et al., 2022). However, several limitations have been identified, including inaccurate or overly general responses, unreliable references, outdated information, and the risk of excessive dependence on artificial intelligence tools (Grotlüschen et al., 2024; Morales-García et al., 2024; Safrai & Orwig, 2024). These concerns highlight the importance of evaluating ChatGPT from the users' perspective.

Usability is a key factor in determining the successful adoption of educational technology. Usability refers to the extent to which a system enables users to achieve their goals effectively, efficiently, and satisfactorily within a specific context of use (Ntoa, 2025). High usability supports smooth interaction, reduces cognitive load, and facilitates task completion, whereas poor usability may lead to frustration and reduced learning effectiveness. Although previous usability studies using the System Usability Scale have mainly focused on websites and information systems in education (Hyzy et al., 2022; Welda et al., 2020), research examining the usability of artificial intelligence powered tools such as ChatGPT remains limited.

In addition to functional considerations, enjoyment plays a crucial role in language learning. Enjoyment is a positive emotional state characterized by pleasure, interest, and active involvement in learning activities (Dewaele, 2022). In this study, enjoyment is conceptualized as Foreign Language Enjoyment (FLE), a positive emotion experienced when learners successfully engage with foreign language challenges. FLE is a multidimensional construct consisting of three dimensions: FLE-Private, which refers to personal feelings of progress and achievement; FLE-Teacher, which relates to supportive teacher behavior and feedback; and FLE-Atmosphere, which reflects enjoyment derived from a positive and collaborative learning environment. By using the FLE framework, enjoyment is understood as a structured, context-based construct rather than a general feeling of fun (Dewaele & Dewaele, 2020).

Despite the growing integration of ChatGPT in educational settings, empirical research examining its use in English as a Foreign Language (EFL) contexts in Indonesia remains limited in several specific ways. Previous studies have predominantly focused on issues such as academic integrity, ethical implications, or general technology acceptance, rather than systematically measuring usability using standardized instruments. Research employing the System Usability Scale (SUS) to evaluate ChatGPT in English Language Education programs is still scarce, particularly at the undergraduate level. In addition, while emotional engagement has been discussed in broader discussions of AI-assisted learning, few studies have examined students' learning enjoyment using established theoretical frameworks such as Foreign Language Enjoyment (FLE). Most existing research does not integrate usability measurement with in-depth exploration of learners' emotional experiences. Furthermore, studies combining quantitative usability data with qualitative insights within a specific local context—such as undergraduate students in an English Language Education Study Program in Bali—remain underexplored. Given that usability and enjoyment are interrelated dimensions that may influence students' learning experiences, a more integrated investigation is needed to provide context-specific evidence regarding ChatGPT's pedagogical value. Therefore, this study aims to investigate English Language Education students' perceptions of ChatGPT's usability and enjoyment in supporting English language learning at a university in Bali. By integrating functional and affective perspectives, this research seeks to provide empirical evidence to inform educators and institutions in developing responsible and effective strategies for the integration of artificial intelligence in English language education.

The research questions addressed in this study are:

1. What is the perceived usability level of ChatGPT among undergraduate students in the English Language Education Study Program as measured by the System Usability Scale (SUS)?

2. How do students describe their experiences of using ChatGPT for English language learning?
3. What themes related to enjoyment, learning support, challenges, accuracy, lecturers' perspectives, and learning environment emerge from students' experiences?
4. How do the qualitative findings explain and expand the quantitative results regarding ChatGPT's usability in English language learning?

METHOD

Design

This study employed a sequential explanatory mixed-methods design (QUAN → qual), in which quantitative data collection and analysis were conducted first, followed by qualitative data collection to explain and elaborate the quantitative results. In the first phase, 90 undergraduate students completed the System Usability Scale (SUS) questionnaire to measure their perceptions of ChatGPT's usability in English language learning. The quantitative results were analyzed descriptively to determine the overall usability level and score distribution. The mixing occurred through a connecting procedure, in which the results of the quantitative phase informed the selection of participants for the qualitative phase. Interview participants were purposively selected from the original survey respondents to represent varied SUS score ranges (higher, moderate, and lower scores). This selection strategy ensured that the qualitative data captured diverse usability experiences rather than reflecting only highly positive or negative perceptions. In the second phase, semi-structured interviews were conducted with four selected students to explore their learning experiences, perceptions of enjoyment, and interpretations of ChatGPT's strengths and limitations. The qualitative findings were then used to explain patterns identified in the SUS results, particularly the moderate mean score and the gap between usability ratings and reported positive experiences. Integration occurred at the interpretation stage, where qualitative themes were compared with quantitative findings to develop a more comprehensive understanding of ChatGPT's usability and its role in shaping students' learning experiences.

Population and Sample

The population of this study consisted of 941 undergraduate students enrolled in the English Language Education Study Program. The sampling frame was obtained from the official academic registry provided by the program administration, which included an updated list of actively enrolled students during the data collection period. A simple random sampling technique was applied using a computer-generated random number system. Each student in the sampling frame was assigned a unique identification number, and random numbers were generated using statistical software to select participants. Initially, 110 students were randomly selected to anticipate potential nonresponse. Of these, 90 students completed the questionnaire, resulting in a response rate of 81.8%. Students who did not respond within the designated time frame were excluded, and no replacement sampling was conducted, as the minimum required sample size was achieved. Slovin's formula with a 10% margin of error was used to determine the minimum sample size. Although a smaller margin of error would increase statistical precision, the 10% threshold was considered acceptable due to practical constraints, including limited access to students across different semesters and voluntary participation conditions.

The study primarily aimed to provide an initial descriptive evaluation of usability rather than generalizable inferential conclusions. The 90 respondents represented various semesters (second to eighth), with diverse levels of prior experience using ChatGPT and different frequencies of use. Since usability perceptions may be influenced by experience, information regarding semester level, gender, frequency of ChatGPT use, and device type was collected to contextualize the findings.

For the qualitative phase, four interview participants were purposively selected from survey respondents to represent varied semester levels and SUS score ranges (higher, moderate, and lower scores), ensuring diverse perspectives on usability and learning experiences.

Data Collection

In this study, the questionnaire was adapted from the System Usability Scale developed by Brooke (1995). The System Usability Scale is a widely used instrument designed to provide a quick and efficient assessment of system usability across various types of applications. SUS developed is one of the most widely used instruments for measuring perceived usability across various systems, including software, websites, and digital applications. It consists of ten items using a five-point Likert scale and produces a single usability score ranging from 0 to 100. Numerous studies have demonstrated that SUS has high internal consistency. Bangor et al., (2008) reported Cronbach's alpha coefficients typically ranging from 0.85 to 0.91, indicating strong reliability across diverse technologies. SUS has also demonstrated strong construct and criterion validity.

Due to its demonstrated reliability, validity, brevity, and ease of administration, SUS is considered a robust instrument for evaluating perceived usability in educational technology contexts, including AI-based systems such as ChatGPT.

Table 1. Usability Scale

N	Statement
1	I think I would like to use ChatGPT frequently.
2	I found ChatGPT unnecessarily complex.
3	I thought ChatGPT was easy to use.
4	I think I would need the support of a technical person to be able to use ChatGPT.
5	I found the various functions in ChatGPT were well integrated.
6	I thought there was too much inconsistency in ChatGPT.
7	I would imagine that most people would learn to use ChatGPT very quickly.
8	I found ChatGPT very cumbersome to use.
9	I felt very confident using ChatGPT.
10	I needed to learn many things before I could get started with ChatGPT.

The second instrument used in this study was an interview guide. It was employed to conduct interviews with selected students from the English Language Education Study Program at Ganesha University of Education. The interview questions were designed to obtain in-depth insights into students' perceptions of the enjoyment they experienced when using ChatGPT as a support tool for English language learning. Semi-structured interviews were conducted with four purposively selected students representing different SUS score ranges and semester levels. Each interview lasted approximately 30–45 minutes and was conducted in Indonesian to ensure that participants could express their experiences comfortably and accurately. With participants' informed consent, all interviews were audio-recorded for accuracy. Prior to data collection, participants were provided with an explanation of the study's

purpose, confidentiality assurances, and their right to withdraw at any time. The recorded interviews were transcribed verbatim. The transcripts were then translated into English for reporting purposes where necessary. The interview guide used in this study is presented below.

Table 2. Interview Guide

Dimension	Questions
FLE-Privat	How do you feel about the accuracy and relevance of ChatGPT's responses? Can you share any examples from your experience?
	In what ways has ChatGPT been helpful in your English learning process? What specific advantages have you noticed?
	Have you faced any difficulties while using ChatGPT for learning English? Can you describe some of the challenges?
	Have you ever come across any incorrect or irrelevant information when using ChatGPT for learning? How did you handle it?
	Do you feel that using ChatGPT is rewarding in any way? If so, how?
FLE-Teacher	Does your lecturer know that you use ChatGPT to improve your English skills? If yes, what was their reaction?
	How does your lecturer feel about students using ChatGPT for assignments? Do they encourage or discourage its use?
FLE-Social/Atmosphere	In your opinion, does ChatGPT make learning more engaging? Why or why not?
	Do you find using ChatGPT enjoyable? Does it create a more relaxed learning atmosphere for you? Can you explain why?
	Can you recall a moment when using ChatGPT made you feel more confident or motivated in completing a task? What happened?

The FLE Private dimension focuses on students' personal experiences in foreign language learning, including satisfaction, interest, and intrinsic motivation (Dewaele & Dewaele, 2020). This dimension was used to examine students' enjoyment and support the evaluation of ChatGPT usability in English language learning. As ChatGPT is commonly used as an individual learning tool, students' personal perceptions such as comfort, self-confidence, and satisfaction are essential to explore. The FLE Private dimension captures students' emotional and cognitive responses to ChatGPT use, indicating whether the tool is perceived as helpful, motivating, or challenging. Five interview questions were developed to represent the FLE Private dimension. The questions were designed to remain focused and manageable while covering key aspects such as perceived benefits, challenges, and personal meaning of using ChatGPT. In qualitative research, depth of response is prioritized over the number of questions, and five targeted items were considered sufficient.

The FLE Teacher dimension was included to examine the influence of lecturers' attitudes and responses toward ChatGPT use on students' learning experiences (Dewaele & Dewaele, 2020). Two interview questions were used to capture students' perceptions of lecturers' awareness and acceptance of ChatGPT in learning activities. Finally, the FLE Social and Atmosphere dimension was employed to explore how ChatGPT influences the emotional and learning environment, even when used individually (Dewaele & Macintyre, 2014). Three interview questions were designed to examine students' feelings of engagement, comfort, and motivation. Together, these dimensions provide a focused yet comprehensive understanding of students' enjoyment in using ChatGPT for English language learning.

Data Analysis

In this study, quantitative data were analyzed using descriptive statistics with a primary focus on descriptive analysis, which examines how often specific values or response categories appeared in the dataset. Qualitative data were analyzed using thematic analysis to gain an in-depth understanding of students' perceptions and experiences. Thematic analysis involves identifying patterns and themes across participants' responses and is particularly suitable for analyzing data from in-depth interviews related to students' enjoyment in using ChatGPT (Braun et al., 2019). (Braun et al., 2019). This method allows the researcher to interpret recurring ideas from participants' perspectives and to explain underlying meanings within the data. The analysis followed three main stages. First, the researcher familiarized themselves with the data by repeatedly reading the interview transcripts and taking notes to develop an initial understanding. Second, relevant data segments were coded to capture meaningful information related to the research questions. Finally, the codes were examined and grouped into themes that reflected key patterns in students' experiences and perceptions. These themes were then reviewed to ensure their relevance and consistency with the research objectives.

To enhance the credibility of the qualitative findings, member checking was conducted. After the thematic analysis was completed, summaries of the identified themes and key interpretations were shared with the interview participants. They were asked to review whether the findings accurately represented their experiences and perspectives regarding the use of ChatGPT in English language learning. Participants were given the opportunity to clarify, confirm, or elaborate on their statements. Minor revisions were made based on their feedback to ensure that the interpretations remained faithful to their intended meanings. This process helped reduce the risk of misinterpretation and strengthened the credibility and accuracy of the qualitative analysis.

FINDINGS AND DISCUSSIONS

Quantitative Findings

Descriptive statistics were used to analyze students' perceptions of ChatGPT usability based on responses to the System Usability Scale (SUS). Data were collected through an online questionnaire distributed to 90 undergraduate students who had used ChatGPT for academic purposes during one semester. Each respondent completed the ten SUS items using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The SUS scoring procedure followed Brooke's (1995) standard guidelines. For odd-numbered items (1, 3, 5, 7, 9), the score contribution was calculated by subtracting 1 from the respondent's selected scale position. For even-numbered items (2, 4, 6, 8, 10), the score contribution was calculated by subtracting the selected scale position from 5. The adjusted scores for all ten items were then summed and multiplied by 2.5 to obtain a final usability score ranging from 0 to 100 for each participant.

After calculating individual scores, descriptive statistics including minimum, maximum, and mean scores were computed. The mean SUS score of 63 was interpreted using established SUS benchmarks (Bangor et al., 2008; Sauro, 2011). According to these benchmarks, a score of 68 represents the average usability threshold. Therefore, a score of 63 falls below the standard benchmark and is categorized as "Marginal High", indicating that the system is close to acceptable usability but does not yet reach the level considered good or fully acceptable. The results are presented in Table 3.

Table 3. Descriptive Statistics Results

Statistic	Value
Number of respondents	90
Minimum SUS score	45
Maximum SUS score	93
Mean SUS score	63
Usability category	Marginal High
Acceptability range	Below acceptable
Benchmark SUS score	68

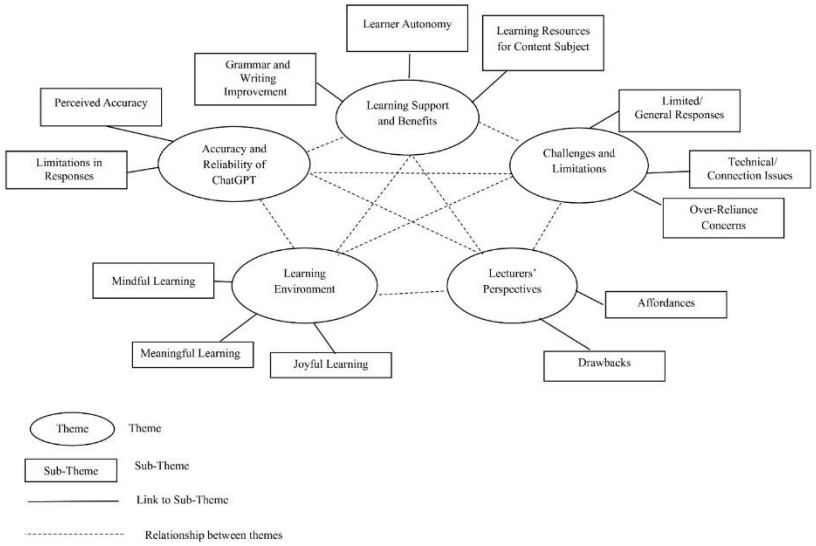
Table 3 presents the descriptive analysis of the System Usability Scale results indicates that students generally perceived ChatGPT as reasonably usable for English language learning. The mean SUS score of 63 suggests that ChatGPT was considered easy to use and efficient, with potential for integration into academic activities, although its usability has not yet reached an optimal level. Several positive aspects were reflected in students' responses. First, in terms of ease of use, many students perceived ChatGPT's interface as intuitive and reported that it could be used without prior technical training. Second, students highlighted the system's quick response, noting that ChatGPT provided immediate answers and explanations that supported on-demand learning. Third, ChatGPT was perceived as adaptable, as it could accommodate different levels of English proficiency, making it accessible to both lower- and higher-level learners.

Despite these strengths, students also reported several challenges that affected their overall usability perceptions. Some participants noted occasional inaccuracies in ChatGPT's responses, requiring them to verify information from other sources. In addition, several responses were perceived as overly general, prompting students to seek more specific or detailed explanations through additional research. Overall, while the SUS results indicate that ChatGPT is generally usable and beneficial for English language learning, the findings also emphasize the importance of critical engagement when using the tool. To maximize learning outcomes, ChatGPT should be used alongside complementary learning resources and guided by appropriate pedagogical support.

Qualitative Findings

Semi-structured interviews with four students were conducted to gain deeper insights into their perceptions of the usefulness and enjoyment of ChatGPT in English language learning. The interview data were analyzed using thematic analysis following the procedures proposed by Braun et al., (2019). The interviews involved four student participants representing different semesters, namely the second, fourth, sixth, and eighth semesters. For clarity, the participants are referred to as S1, S2, S3, and S4, respectively. The results of the interview were pictured through a thematic map as shown in Figure 1.

Figure 1. Thematic Analysis Map



Based on the thematic analysis of interview data, several key themes emerged regarding students' perceptions of ChatGPT's usability and enjoyment in English Language Education.

1. Accuracy and Reliability of ChatGPT

Students generally perceived ChatGPT's responses as accurate and relevant, particularly when clear and detailed instructions were provided. However, some participants noted that responses could be overly general or did not fully align with their intended meaning, especially when searching for specific academic references or examples. These findings suggest that ChatGPT's effectiveness is highly dependent on the clarity of user input. While the tool was viewed as helpful, students emphasized the need for critical engagement and careful instruction formulation to obtain satisfactory results.

"I think ChatGPT's accuracy is quite good, but sometimes the answers do not fully match what I intend." (S1)

2. Learning Support and Benefits

Participants reported that ChatGPT provided substantial support for English learning, particularly in understanding grammar, enriching vocabulary, improving writing, and generating ideas. Students also viewed ChatGPT as a learning companion that offered continuous feedback and facilitated a more efficient learning process. In addition, some students highlighted its usefulness for exploring linguistic topics and designing creative learning activities.

"ChatGPT really supports my English learning, especially grammar, vocabulary, and writing." (S2)

3. Challenges and Limitations

Despite its benefits, students encountered several challenges. Some found ChatGPT's explanations too long or complex, making them difficult to understand. Technical issues related to internet connectivity also affected usability. Moreover, students expressed concern about excessive reliance on ChatGPT and emphasized the importance of using it in moderation. Participants also hoped for more varied and concrete examples to enhance comprehension.

"It is useful, but it should be used moderately and not excessively." (S3)

4. Lecturers' Perspectives

Students reported mixed lecturer attitudes toward the use of ChatGPT. Some lecturers supported its use as a learning aid for understanding materials or generating ideas, provided it was not used to copy answers directly. Others restricted or prohibited its use to prevent plagiarism and maintain students' critical thinking skills. These differing perspectives required students to adapt their use of ChatGPT according to lecturers' expectations.

"They allow us to use ChatGPT as long as we do not copy answers." (S2)

5. Learning Environment

ChatGPT was perceived as contributing to a positive learning environment by reducing anxiety, increasing confidence, and allowing students to learn at their own pace. Students reported feeling more comfortable asking questions without fear of judgment, which encouraged engagement and curiosity. The tool supported a relaxed and enjoyable learning atmosphere, while also promoting meaningful understanding through feedback and revision.

"I enjoy using ChatGPT because it creates a relaxed learning atmosphere." (S2)

The findings of this study provide important insights into students' perceptions of the usability and enjoyment of ChatGPT in English Language Education, two dimensions that are closely intertwined because the usability of a technological tool often shapes users' comfort, satisfaction, and overall learning experience (Aryanti & Santosa, 2024; Kartini et al., 2025; Vo & Nguyen, 2024). In AI supported learning environments, usability and enjoyment interact dynamically, as students' emotional responses and learning engagement are influenced by how effectively and efficiently the technology supports their academic activities.

Based on the System Usability Scale results, the mean score of 63 places ChatGPT in the Marginal High usability category, indicating that while the system is generally perceived as usable, it has not yet reached the benchmark associated with good usability, which begins at a score of 68. This suggests that students acknowledge the practical benefits of ChatGPT in supporting English language learning, but they also experience limitations that prevent an optimal user experience, such as inconsistent outputs and the need for carefully structured prompts. Consequently, ChatGPT can be considered close to acceptable usability, though further refinement is required to fully meet students' expectations in educational contexts.

Despite this moderate level of usability, enjoyment emerged as a particularly strong aspect in the qualitative findings, as students consistently reported feeling motivated, confident, and comfortable when using ChatGPT for learning purposes. This indicates that enjoyment is not determined solely by technical ease of use, but is also shaped by other influential factors, including accessibility, rapid response time, flexibility of interaction, and the system's ability to provide personalized learning support. These findings are consistent with previous studies showing that perceived usefulness can enhance learning satisfaction even when usability is not entirely optimal (Denovan & Marsasi, 2025), and that students may continue to enjoy using ChatGPT despite recognizing its limitations in accuracy (Beck et al., 2024). The thematic analysis further reveals that students' perceptions of ChatGPT are shaped by the interaction of five interconnected themes, namely Accuracy and Reliability, Learning Support and Benefits, Challenges and Limitations, Lecturers' Perspectives, and Learning Environment, which together form a network of reciprocal relationships rather than functioning as isolated factors. This interaction illustrates that students' experiences with ChatGPT are influenced not only by the system's technical performance, but also by pedagogical practices and institutional responses to AI integration.

Usability plays a central role in bridging ChatGPT's technical features and its adoption in learning activities, as an accessible interface and ease of interaction encourage students to use the tool for language practice, idea development, and writing feedback. When usability supports learnability, students are more likely to perceive clear learning benefits, which in turn contributes to a more positive and supportive learning environment; however, when usability is constrained by difficulties such as unclear responses or challenges in verifying information, these issues become significant barriers that reduce pedagogical effectiveness and contribute to perceived challenges (Farrelly & Baker, 2023; Solak, 2024).

Enjoyment functions as a moderating factor that strengthens student engagement and encourages sustained use of ChatGPT, as enjoyable interactions motivate students to reuse the tool, explore various language learning activities, and practice English without fear of making mistakes. This supports the concept of joyful learning, where positive emotional experiences enhance both cognitive and affective engagement (Robbins, 2021), and aligns with recent findings that enjoyment can be a stronger predictor of technology use than ease of use in conversational AI contexts (Scherr et al., 2025). Accuracy and reliability remain fundamental in building trust toward ChatGPT, as inaccurate or inconsistent responses reduce students' confidence in the system and increase the need for external verification, thereby directly linking the themes of Accuracy and Reliability with Challenges and Limitations. These issues also shape lecturers' perspectives on the appropriateness of ChatGPT in academic tasks, as concerns related to misinformation and AI hallucinations can undermine both usability and enjoyment if not accompanied by adequate AI literacy and pedagogical supervision (Lund et al., 2025).

Another important concern highlighted in this study is the potential for over reliance on ChatGPT, as the combination of moderate usability, high enjoyment, and instant learning support may encourage students to depend excessively on the tool if clear learning boundaries are not established. Without reflective and critical learning tasks, such reliance risks reducing deeper cognitive engagement and analytical thinking, which supports previous warnings that uncritical use of dialogic AI may negatively affect students' cognitive development (Zhai et al., 2024). For this reason, the principle of mindful learning, which emphasizes awareness, reflection, and critical evaluation, is particularly relevant in the use of ChatGPT for educational purposes.

Lecturers' perspectives play a crucial mediating role in balancing the benefits and risks associated with ChatGPT, as lecturers who perceive the tool as useful and enjoyable tend to integrate it into learning activities with clear ethical and pedagogical boundaries, while those who are more concerned about accuracy, plagiarism, and dependency impose stricter limitations. These differing approaches highlight lecturers' influence in shaping how ChatGPT is used in classrooms and are consistent with research showing that perceived benefits and risks strongly affect technology acceptance in educational settings (Shrivastava, 2025). Overall, the findings reveal a notable gap between usability and enjoyment, as ChatGPT's usability remains moderate while students' enjoyment is relatively high, suggesting that positive emotional engagement and perceived learning benefits can outweigh technical limitations.

CONCLUSION

Students generally perceived ChatGPT as a learning aid with a Marginal High level of usability. This indicates that the tool is relatively easy to access and operate, allowing students

to incorporate it into their learning activities without major difficulty. However, the usability level has not yet reached an optimal standard, as students still encountered limitations related to the accuracy and specificity of responses. These findings suggest that ChatGPT is most effective when used as a complementary resource rather than as the primary means of learning English. At the same time, students reported a high level of enjoyment when using ChatGPT, even though its usability was not fully optimal. Enjoyment played a key role in shaping students' engagement and motivation, as ChatGPT contributed to a more relaxed, flexible, and less intimidating learning environment. Students felt more comfortable asking questions, experimenting with language use, and learning independently, which in turn enhanced their self-confidence and sustained interest in learning English.

The findings also reveal a close relationship between usability and enjoyment. While usability influenced how easily students could interact with ChatGPT, enjoyment affected their willingness to continue using the tool. In this study, enjoyment appeared to compensate for certain usability limitations, allowing students to remain engaged despite the system's imperfections. However, this interaction also points to a potential risk, as high enjoyment combined with easy access may lead to over-reliance on AI-generated responses if critical awareness is not maintained.

This study has several limitations that should be acknowledged. First, the quantitative sample was determined using a 10% margin of error. While this approach was considered acceptable for an initial descriptive evaluation, it reduces statistical precision and limits the generalizability of the findings. Future studies are encouraged to employ a smaller margin of error and larger sample size to obtain more robust and generalizable usability estimates. Second, although basic demographic information such as semester level and prior experience with ChatGPT was collected, the study did not conduct subgroup analyses based on variables such as gender, frequency of use, device type, or digital literacy level. Since usability perceptions may vary depending on user characteristics and technological familiarity, future research should examine these variables to provide a more nuanced understanding of usability differences across student profiles. Third, the qualitative phase involved only four interview participants. While the interviews provided in-depth insights, the limited number of participants restricts the breadth of perspectives captured. Future studies should consider involving a larger and more diverse group of interviewees to strengthen data richness and thematic saturation. Finally, this study focused on perceived usability and learning experiences rather than objective learning outcomes. Further research could investigate the relationship between ChatGPT usability, Foreign Language Enjoyment (FLE), and measurable academic performance to better understand its pedagogical impact.

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