APPENDICES

Appendix 1 Research Permission Letter

KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 1501/UN48.7.1/DT/2025   07 Mei 2025
Hal : Permohonan Izin Observasi

Yth.
Kaprodi Sastra Inggris Universitas Udayana
di Universitas Udayana

Dalam rangka pengumpulan data untuk Melakukan uji validitas dan reliabilitas instrumen penelitian, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Made Marinety Kartini
NIM : 2112021108
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:
1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 Expert Judges Sheet Instrument: Questionnaire and Interview

a. Expert Judge 1 Response Sheet (Students' Questionnaire)

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		

Singaraja, 26 Februari 2025

Made Hery Santosa, Ph.D.

b. Expert Judge 2 Response Sheet (Students' Questionnaire)

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	V		
2	V		
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		
10	V		
11	V		
12	V		
13	V		
14	V		
15	V		
16	V		
17	V		
18	V		
19	V		

Singaraja, 26 Februari 2025

Luh Indrayani, S. Pd., M. Pd

c. Expert Judge 1 Response Sheet (Students' Interview Guide)

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		

Singaraja, 26 Februari 2025

Made Hery Santosa, Ph.D.

d. Expert Judge 2 Response Sheet (Students' Interview Guide)

Number of Items	Decision		Suggestion
	Relevant	Irrelevant	
1	V		Revise the question a bit to an open-ended question
2	V		Revise the question a bit to an open-ended question
3	V		
4	V		
5	V		
6	V		
7	V		
8	V		
9	V		

Singaraja, 26 Februari 2025

Luh Indrayani, S. Pd., M. Pd

Appendix 3 The Questionnaire

a. Questionnaire Questions Table

Variable	Item	
Perceived o f Usefulness (PU)	PU1	"Using ChatGPT would improve my English language"
	PU2	"Using ChatGPT would enable me to accomplish task more quickly"
	PU3	"Using ChatGPT enhances my learning effectiveness"
	PU4	"Using ChatGPT would make it easier to learn English language"
	PU5	"I find ChatGPT to be useful in my English language learning"
	PU6	"Using ChatGPT would increase my English language learning productivity"
Perceived Ease of Use (PEU)	PEU 1	"I think Learning to use ChatGPT would be easy for me"
	PEU2	"I believe I can easily get ChatGPT to do what I need"
	PEU3	"My interactions interaction with ChatGPT would be clear and understandable"
	PEU4	"I think ChatGPT's response would be clear and easy to understand"
	PEU5	"I feel that I could quickly become skilled at using ChatGPT."
	PEU6	"I would find ChatGPT easy to use"
Behavioral Intention to Use (BI)	BI 1	"I will use ChatGPT on a regular basis in the future"
	BI 2	"I will frequently use ChatGPT in future"
	BI 3	"I will strongly recommend others to use ChatGPT"
Perceived Enjoyment (PEN)	PEN 1	"I find using ChatGPT to be enjoyable"
	PEN 2	"Using ChatGPT will lead to my exploration"
	PEN 3	"I have fun using the ChatGPT"
	PEN 4	"Using ChatGPT will give enjoyment to me for my English language learning".

Appendix 4 The Interview Guide

No.	Dimension	Indicator	Question	Number of Items
1	Personal Enjoyment	The experience makes the participant enjoy using the tool	What do you enjoy the most when using ChatGPT for language learning?	1
2			What are some interesting things you have learned while using ChatGPT?	2
3			Can you share an experience where ChatGPT helped you achieve something in class that made you feel proud?	3
4	Social Enjoyment	The participant enjoys collaborating or sharing ideas during the activity.	How has using ChatGPT influenced your interactions or sense of connection with your classmates or friends?	4
5			Can you share any inside jokes or memorable moments related to ChatGPT that you and your classmates have experienced	5
6			In what ways has ChatGPT made learning more fun or enjoyable in a social setting?	6
7	Teacher Appreciation	The participant feels the teacher's appreciation makes they enjoy using ChatGPT	Can you describe how your teacher encourages you to use ChatGPT in your learning?	7
8			How does your teacher's attitude toward ChatGPT influence your learning experience?	8
9			Can you describe a time when your teacher provided support while you were using ChatGPT for learning?	9

Appendix 5 Students' Validity and Reliability Questionnaire Test

No.	Items																			Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
1	4	5	5	4	4	3	4	3	4	4	4	4	3	3	4	4	4	4	4	74
2	5	4	4	4	3	4	4	4	4	4	5	5	5	4	4	4	4	4	4	79
3	5	4	4	2	5	4	2	2	4	4	4	4	4	4	2	4	4	4	2	68
4	4	5	3	2	4	5	1	1	2	5	5	5	4	4	2	5	4	4	2	67
5	5	5	4	4	4	4	4	1	5	4	2	4	5	4	4	5	2	1	2	69
6	2	2	5	4	2	4	5	2	2	4	2	5	5	5	1	2	4	2	2	60
7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
8	5	4	4	4	5	4	4	4	5	5	4	4	4	4	5	4	4	5	4	82
9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76
10	4	4	5	4	4	5	3	3	4	3	5	4	4	4	3	4	3	5	4	75
11	5	4	4	5	5	5	5	5	5	4	3	5	5	5	5	5	3	4	5	87
12	4	4	4	4	4	3	4	3	4	4	4	4	4	4	5	5	5	5	5	79
13	4	5	5	4	4	3	5	4	4	4	4	4	4	4	4	5	5	4	4	80
14	4	4	4	4	4	3	5	5	4	4	5	5	4	4	4	4	4	5	5	81
15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
16	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	78
17	4	4	4	5	4	5	5	4	4	4	4	4	4	4	5	4	5	4	4	81
18	2	4	3	4	4	1	3	2	3	4	3	3	3	4	3	3	3	3	2	57
19	4	4	4	4	4	4	4	4	4	3	2	4	4	4	3	4	4	4	4	72
20	4	5	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	76
21	4	5	5	4	4	4	4	5	5	5	5	5	5	5	5	4	4	5	4	87
22	4	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	79
23	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	92
24	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95
25	5	5	4	5	5	5	5	4	4	4	4	5	4	4	4	4	5	4	4	84
26	4	5	5	4	4	4	5	4	4	4	4	4	4	4	4	4	5	5	4	81
27	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	79
28	5	5	5	5	5	5	5	5	5	4	4	5	5	4	5	4	5	5	4	90
29	5	4	5	5	5	5	5	5	4	4	5	4	4	4	5	4	3	4	4	84
30	5	5	4	4	4	3	4	4	5	5	4	4	5	5	5	4	4	4	4	82

Appendix 6 The Results of Empirical Validity

a. Instrument Validity

Correlations

		P01	P02	P03	P04	P05	P06	P07	P08	P09	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	TOTAL
P01	Pearson Correlation	1	.468**	.148	.216	.656**	.555**	.155	.376*	.703**	.272	.362*	.296	.413*	.073	.546**	.622**	.127	.304	.403*	.653**
	Sig. (2-tailed)		.009	.436	.252	.000	.001	.412	.040	.000	.146	.050	.112	.023	.701	.002	.000	.502	.102	.027	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P02	Pearson Correlation	.468**	1	.071	.113	.502**	.115	.011	.224	.490**	.313	.394*	.126	.068	.026	.505**	.625**	.240	.285	.285	.491**
	Sig. (2-tailed)	.009		.708	.552	.005	.544	.956	.234	.006	.092	.031	.508	.721	.892	.004	.000	.201	.128	.127	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P03	Pearson Correlation	.148	.071	1	.463**	.118	.326	.572**	.504**	.366*	.110	.264	.259	.348	.223	.259	.068	.288	.352	.415*	.528**
	Sig. (2-tailed)	.436	.708		.010	.533	.079	.001	.005	.047	.561	.159	.167	.059	.237	.167	.723	.123	.057	.023	.003

	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P04	Pearson Correlation	.216	.113	.463**	1	.329	.288	.865**	.683**	.535**	.091	.085	.246	.349	.325	.674**	.139	.213	.200	.650**	.664**
	Sig. (2–tailed)	.252	.552	.010		.076	.122	.000	.000	.002	.632	.656	.190	.059	.080	.000	.464	.258	.290	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P05	Pearson Correlation	.656**	.502**	.118	.329	1	.366*	.137	.428*	.631**	.329	.366*	.108	.077	.111	.540**	.581**	.154	.472**	.408*	.629**
	Sig. (2–tailed)	.000	.005	.533	.076		.047	.469	.018	.000	.076	.047	.569	.687	.561	.002	.001	.417	.008	.025	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P06	Pearson Correlation	.555**	.115	.326	.288	.366*	1	.182	.294	.224	.107	.288	.553**	.472**	.253	.172	.320	.190	.230	.246	.512**
	Sig. (2–tailed)	.001	.544	.079	.122	.047		.336	.115	.234	.574	.123	.002	.008	.177	.364	.084	.314	.221	.191	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P07	Pearson Correlation	.155	.011	.572**	.865**	.137	.182	1	.684**	.453*	.061	−.016	.293	.373*	.303	.554**	.043	.350	.147	.621**	.605**
	Sig. (2–tailed)	.412	.956	.001	.000	.469	.336		.000	.012	.750	.934	.116	.042	.104	.001	.821	.058	.437	.000	.000

	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P08	Pearson Correlation	.376*	.224	.504**	.683**	.428*	.294	.684**	1	.608**	.185	.452*	.355	.312	.348	.714**	.215	.396*	.680**	.849**	.838**
	Sig. (2–tailed)	.040	.234	.005	.000	.018	.115	.000		.000	.327	.012	.054	.093	.060	.000	.253	.030	.000	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P09	Pearson Correlation	.703**	.490**	.366*	.535**	.631**	.224	.453*	.608**	1	.307	.224	.155	.475**	.307	.800**	.525**	.086	.377*	.613**	.765**
	Sig. (2–tailed)	.000	.006	.047	.002	.000	.234	.012	.000		.099	.234	.414	.008	.099	.000	.003	.651	.040	.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P10	Pearson Correlation	.272	.313	.110	.091	.329	.107	.061	.185	.307	1	.428*	.414*	.440*	.522**	.356	.351	.269	.252	.152	.461*
	Sig. (2–tailed)	.146	.092	.561	.632	.076	.574	.750	.327	.099		.018	.023	.015	.003	.053	.057	.151	.179	.423	.010
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P11	Pearson Correlation	.362*	.394*	.264	.085	.366*	.288	−.016	.452*	.224	.428*	1	.351	.089	.107	.387*	.378*	.341	.723**	.483**	.585**
	Sig. (2–tailed)	.050	.031	.159	.656	.047	.123	.934	.012	.234	.018		.057	.639	.573	.035	.040	.066	.000	.007	.001

	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P12	Pearson Correlation	.296	.126	.259	.246	.108	.553**	.293	.355	.155	.414*	.351	1	.657**	.447*	.104	.240	.307	.238	.332	.515**
	Sig. (2–tailed)	.112	.508	.167	.190	.569	.002	.116	.054	.414	.023	.057		.000	.013	.585	.202	.099	.205	.073	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P13	Pearson Correlation	.413*	.068	.348	.349	.077	.472**	.373*	.312	.475**	.440*	.089	.657**	1	.733**	.278	.279	.084	.013	.235	.520**
	Sig. (2–tailed)	.023	.721	.059	.059	.687	.008	.042	.093	.008	.015	.639	.000		.000	.137	.136	.659	.948	.211	.003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P14	Pearson Correlation	.073	.026	.223	.325	.111	.253	.303	.348	.307	.522**	.107	.447*	.733**	1	.262	.140	.105	.100	.262	.437*
	Sig. (2–tailed)	.701	.892	.237	.080	.561	.177	.104	.060	.099	.003	.573	.013	.000		.162	.462	.582	.598	.162	.016
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P15	Pearson Correlation	.546**	.505**	.259	.674**	.540**	.172	.554**	.714**	.800**	.356	.387*	.104	.278	.262	1	.508**	.244	.471**	.755**	.811**
	Sig. (2–tailed)	.002	.004	.167	.000	.002	.364	.001	.000	.000	.053	.035	.585	.137	.162		.004	.194	.009	.000	.000

	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P16	Pearson Correlation	.622**	.625**	.068	.139	.581**	.320	.043	.215	.525**	.351	.378*	.240	.279	.140	.508**	1	.164	.326	.465**	.579**
	Sig. (2-tailed)	.000	.000	.723	.464	.001	.084	.821	.253	.003	.057	.040	.202	.136	.462	.004		.386	.079	.010	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P17	Pearson Correlation	.127	.240	.288	.213	.154	.190	.350	.396*	.086	.269	.341	.307	.084	.105	.244	.164	1	.560**	.440*	.485**
	Sig. (2-tailed)	.502	.201	.123	.258	.417	.314	.058	.030	.651	.151	.066	.099	.659	.582	.194	.386		.001	.015	.007
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P18	Pearson Correlation	.304	.285	.352	.200	.472**	.230	.147	.680**	.377*	.252	.723**	.238	.013	.100	.471**	.326	.560**	1	.723**	.673**
	Sig. (2-tailed)	.102	.128	.057	.290	.008	.221	.437	.000	.040	.179	.000	.205	.948	.598	.009	.079	.001		.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P19	Pearson Correlation	.403*	.285	.415*	.650**	.408*	.246	.621**	.849**	.613**	.152	.483**	.332	.235	.262	.755**	.465**	.440*	.723**	1	.840**
	Sig. (2-tailed)	.027	.127	.023	.000	.025	.191	.000	.000	.000	.423	.007	.073	.211	.162	.000	.010	.015	.000		.000

N		30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
TOTAL	Pearson Correlation	.653**	.491**	.528**	.664**	.629**	.512**	.605**	.838**	.765**	.461*	.585**	.515**	.520**	.437*	.811**	.579**	.485**	.673**	.840**	1
	Sig. (2-tailed)	.000	.006	.003	.000	.000	.004	.000	.000	.000	.010	.001	.004	.003	.016	.000	.001	.007	.000	.000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

b. Instrument Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.909	19

Appendix 7 The Results of The Students' Questionnaire

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Total
1	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	76
2	3	4	4	3	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	75
3	4	4	4	4	4	3	4	3	3	4	3	3	4	3	3	3	3	3	3	65
4	5	5	5	5	5	5	4	3	4	4	4	5	3	4	4	5	5	4	4	83
5	3	4	4	2	3	2	3	4	3	3	3	4	3	3	3	3	3	3	2	58
6	5	4	4	5	4	4	5	4	4	5	4	5	4	4	3	5	4	5	5	83
7	4	4	3	4	4	4	3	3	3	3	3	5	3	3	3	3	4	4	4	67
8	4	4	3	3	3	3	4	4	4	3	3	3	3	3	4	4	4	4	3	66
9	4	5	4	5	5	5	5	5	3	4	4	4	4	4	5	4	4	4	4	82
10	3	4	3	3	4	3	4	4	4	4	4	4	3	3	4	4	4	4	3	69
11	4	5	5	4	4	4	5	5	4	5	5	5	4	3	4	4	4	4	4	82
12	4	4	4	5	5	4	4	4	4	4	3	4	4	4	4	5	5	4	4	79
13	3	4	3	3	3	3	4	4	4	4	4	4	3	3	3	3	4	3	3	65
14	4	5	4	4	4	3	4	3	3	2	3	4	4	4	3	2	4	3	2	65
15	3	4	3	2	3	3	4	4	3	4	3	5	3	2	4	4	5	4	4	67
16	4	5	3	4	4	3	3	3	3	4	2	4	3	4	4	4	5	4	3	69
17	5	4	4	5	5	5	3	3	3	4	4	4	4	4	4	3	5	5	5	79
18	3	5	5	3	4	3	4	5	5	5	4	5	5	5	5	5	5	5	4	85
19	4	4	4	4	4	4	4	4	4	4	4	4	3	5	4	4	4	5	4	77
20	3	4	4	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	60
21	5	5	5	5	5	4	4	3	4	3	3	4	3	3	4	3	3	3	3	72
22	4	4	5	4	4	5	4	2	3	4	2	4	4	3	4	4	5	4	4	73
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211	3	4	3	3	4	3	4	4	3	4	3	4	4	4	3	4	3	4	3	67
212	5	4	4	3	4	5	3	5	3	5	4	4	3	5	5	5	3	5	3	78
213	4	4	3	5	4	4	5	5	4	3	5	4	4	5	4	4	4	3	5	79
214	4	3	3	3	4	4	4	4	4	4	4	4	4	4	3	4	4	5	5	74
215	4	4	3	5	4	4	4	4	5	4	4	3	5	4	4	4	5	4	3	77
216	4	3	3	3	4	4	4	4	4	4	4	3	4	4	5	3	2	4	3	69
217	5	5	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	4	3	80
218	4	5	4	4	3	4	5	5	4	4	4	4	4	4	4	5	4	5	3	79
219	5	4	5	4	5	4	4	4	5	4	4	4	4	4	5	4	4	4	3	80
220	4	4	4	4	3	3	5	5	4	4	3	4	4	4	4	5	4	5	4	77
221	4	5	2	4	3	3	2	4	2	3	2	4	2	2	3	2	4	2	2	55
222	4	5	4	3	5	4	3	5	4	4	3	5	5	4	3	5	4	4	3	77
223	4	5	4	5	4	5	4	5	4	5	4	5	4	4	4	4	4	4	3	81
224	5	4	5	4	4	4	5	4	5	4	4	4	4	4	4	4	3	4	3	78
225	4	5	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	4	75
226	5	4	5	3	3	5	4	4	3	5	5	3	5	4	4	3	5	5	3	78
227	4	4	5	4	4	4	5	4	5	4	4	4	4	3	4	4	5	4	5	80
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229	4	2	3	3	3	3	4	5	4	3	3	3	4	4	3	5	4	3	3	66
230	4	3	2	3	3	3	3	4	2	3	3	4	3	3	2	3	5	3	3	59
231	5	4	5	4	4	4	5	5	5	4	5	4	5	4	5	5	4	5	4	86
232	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	72
233	4	5	3	5	5	4	4	4	4	4	5	5	3	3	3	4	4	5	4	78
234	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	3	3	72

235	3	3	4	4	4	3	4	4	3	4	3	4	4	4	4	4	5	4	4	72
236	5	4	3	4	4	4	5	5	4	4	5	5	3	4	4	5	4	4	5	81
237	4	4	3	4	4	4	5	4	4	3	4	4	4	4	4	4	4	4	3	74
238	4	5	4	3	5	4	3	3	5	4	4	5	4	5	3	5	5	4	4	79
239	3	3	4	3	4	3	3	4	2	2	4	4	3	3	3	4	4	3	3	62
240	4	4	4	4	5	5	5	5	5	4	5	4	4	4	5	4	5	4	4	84
241	4	5	3	4	5	4	5	5	4	4	5	4	5	3	5	4	4	3	5	81
242	4	5	3	4	3	5	5	4	3	4	4	3	5	5	4	5	3	4	5	78
243	4	3	5	4	4	3	5	4	4	5	3	5	4	4	3	5	4	4	3	76
244	5	5	4	4	4	4	4	5	4	4	4	4	5	5	4	4	4	4	3	80
245	3	4	4	4	3	2	3	3	4	4	3	3	3	4	3	3	3	4	3	63
246	4	4	3	5	4	3	5	4	4	3	5	4	4	3	5	4	3	5	4	76
247	4	4	4	3	3	3	5	4	4	4	4	4	4	4	4	4	4	4	4	74
248	5	4	4	5	5	5	3	4	4	3	5	4	4	3	5	5	4	4	3	79
249	5	5	4	3	4	5	4	3	4	3	4	4	5	5	5	4	5	5	5	82
250	4	5	4	4	4	4	3	5	5	5	5	4	5	4	4	4	4	4	3	80
251	4	5	5	3	4	3	5	4	4	5	3	4	3	3	4	5	5	4	5	78
252	4	4	3	3	5	4	5	4	4	4	4	4	4	3	4	4	3	5	4	75
253	5	4	4	3	3	4	3	5	4	4	5	4	4	4	5	4	5	5	4	79
254	4	5	4	3	4	5	4	4	5	4	3	4	4	5	4	3	4	3	5	77
255	4	5	4	3	3	4	5	4	5	4	5	5	4	4	3	4	5	3	4	78
256	5	4	5	5	3	4	5	4	3	5	4	4	5	3	4	5	4	4	5	81
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258	4	4	4	3	3	3	4	3	4	4	2	4	3	4	4	4	5	4	3	69
259	4	4	5	5	3	3	4	5	4	4	5	3	4	4	4	4	4	5	2	76
260	4	4	3	5	4	3	4	5	4	4	3	5	4	5	3	4	5	4	3	76
261	4	5	4	4	3	5	5	4	3	4	4	5	4	4	3	5	4	4	4	78
262	4	4	4	2	3	3	4	4	3	4	4	5	4	3	4	4	4	3	3	69
263	4	4	4	3	4	3	5	3	4	4	5	5	4	3	3	5	4	3	4	74
264	4	4	5	3	3	4	5	5	4	4	4	3	4	4	5	5	5	4	3	78
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268	4	4	5	4	4	5	3	4	5	5	4	3	4	3	3	5	4	5	4	78
269	4	4	4	5	4	3	4	4	5	3	4	4	4	3	4	4	4	4	3	74
270	4	4	5	5	4	4	3	4	5	4	5	4	4	5	4	4	4	4	4	80
271	5	4	4	4	5	4	5	5	4	4	3	4	5	4	3	4	4	5	3	79
272	4	5	4	4	3	4	5	5	4	5	4	4	4	4	4	3	5	5	4	80
273	3	4	4	5	3	5	4	3	3	4	3	5	4	4	3	3	5	3	4	72
274	5	4	5	3	4	4	5	4	5	5	3	4	4	3	5	4	5	4	4	80
275	5	4	3	4	5	5	4	5	3	4	4	3	5	4	4	5	4	5	5	81
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277	3	4	4	4	4	4	4	3	3	4	4	4	4	4	5	5	5	4	4	76
278	5	5	5	4	4	4	4	4	4	4	3	4	3	3	4	3	4	3	4	74
279	4	3	3	4	4	4	4	3	3	3	3	3	3	3	3	4	3	3	3	63
280	5	5	4	4	4	4	5	4	4	4	4	5	4	4	5	4	4	4	4	81
281	3	4	4	3	4	4	4	4	5	4	4	4	4	5	4	4	4	3	3	74

Appendix 8 The Results of Students' Thematic Analysis

Theme 1			
Theme	**Sub-Theme**	**Code**	**Excerpt**
ChatGPT as a Learning Assistant	Students' Learning Preferences		<…. ChatGPT is not really difficult, it's easy to use like using Google, you just type in a prompt and the answer pops up right away = (S-5)
			<…It's pretty easy to use ChatGPT. I'm not really that good with technology, but I can still use ChatGPT without any trouble...= (S-8)
		User-Friendly	<…I used to rely mostly on Google Translate and Quill Bot. But ever since I started using ChatGPT, it feels like there's so much more to explore…= (S-2)
		Continued Use	<…I've tried out a few different AIs like DeepSeek, Gemini, and a couple of others. But in my opinion, ChatGPT still gives the best answers and the most accurate responses. The replies also tend to make more sense. Sometimes, it even includes references like relevant articles or books, so it's not just giving an answer, but also showing where it's coming from. That really helps me feel more confident and trust the responses. So, chances are I'll keep using ChatGPT.= (S-5)
			"…. I think I'm still going to use ChatGPT. So far, I feel like the answers are still the best, especially for learning English." (S-3)
	Fast and Clear Response	Quick Answer	<…When my lecturer asks something and I don't understand the term, I just type the keyword into ChatGPT right away. Since

			the response is fast and the info is complete, I feel more prepared to answer and understand the term before the discussion even starts. It's super helpful, especially in fast-paced classes.= (S-1)
			<…ChatGPT also gives responses really quickly, so we can use it right away for group discussions with classmates.= (S-1)
			<I think it was really impressive. I just typed a question, and the answer appeared immediately I didn't have to waste time scrolling through websites= (S-9)
			<…What I like most is the quick responses and the fact that the answers are direct and to the point. It may seem simple, but it's extremely useful and makes good learning experience= (S-9)
			<…When I first used it, I was surprised by how fast the results came out and they were pretty decent too. It instantly made sense why so many people like using ChatGPT: it's simple, quick, and really helps lighten the workload.= (S-2)
			<…What I like most is the quick responses and the fact that the answers are direct and to the point. It may seem simple, but it's extremely useful and makes good learning experience= (S-9)
	Language and Grammar Enhancement	Grammar Checking	<It's been super helpful, honestly. First of all, 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)

			<…I use ChatGPT pretty often to learn English, mostly to ask about grammar. Like, sometimes I'll type out a sentence and ask, <Is this correct in terms of tenses?= It's super helpful for checking sentence structure.= (S-9)
		Vocabulary Support	<…. 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. Plus, the synonyms usually come with their meanings in Indonesian too, which makes it feel more interactive and super helpful during the writing process.= (S-1)
	Simplified Explanation	Material Simplification	<…There was also this one time when we were learning about TEFL, and my whole group didn't understand it. During the Q&A session, one of my friends used the microphone feature on ChatGPT, and the answer popped up right away. It really helped us understand the topic better.= (S-6)

			<…I've used it before to find material for presentations. I'd look for sentence options that are easier for the audience to understand. It really helped me deliver the content more clearly, and my audience could understand it better too. Sometimes the material we're given is written in a really formal or stiff way. So, I used ChatGPT to help rewrite the sentences in a more casual and easy-to-explain style. That way, it was easier for me to explain, and the audience got the message more clearly.= (S-9)
		Journal Simplification	<…Sometimes I also use it to look for more detailed explanations. Not just the definition, but I'll ask for a version that's easier to understand. Especially when I'm reading from journals the language can be really complicated, so I usually ask ChatGPT to help simplify it.= (S-8)
			<…the language usage in ChatGPT isn't as complicated as what you'd usually find in journals, so it feels more informative and the meaning comes through more clearly.= (S-1)
	Idea Development and Writing Structure Support	Brainstorming Support	<…ChatGPT also provides a variety of information, which can be a great source of inspiration for writing, brainstorming ideas, or organizing thoughts in a more structured way.= (S-1)

			"I usually start by sharing the idea or topic I'm working on. Then, I explain what's still unclear or which parts I haven't fully understood. For example, I might want to learn more about a certain theory, what kind of research it falls under, and how other experts see it. That way, ChatGPT's responses become more structured and better suited to what I need." (S-1)
		Outline Generation	<…When it comes to ChatGPT, I mostly use it for things related to academic writing like creating structure, outlines, and stuff like that. What I really like is that the latest version of ChatGPT has this deep learning feature so it kind of <thinks= first before answering. That means the prompt doesn't have to be super detailed, it can already understand what I mean and respond based on what I actually need. That's been really helpful.= (S-4)
			<…. Back in my 3rd or 4th semester, I worked on a research proposal from Chapter 1 to Chapter 3. I used ChatGPT and a few other AI tools to help me find sources and build an outline…. It really saved my time and made me more productive= (S-4)

Theme 2			
Theme	**Sub-Theme**	**Code**	**Excerpt**
Students' Emotional Experience with ChatGPT	Enjoyable Learning Experience	Confidence in Writing	<…ChatGPT has been super helpful for learning English. From grammar and paraphrasing to writing practice it's all been a big help, it's really boosted my confidence and made me feel proud of the skills I've built so far.= (S-4)
			<It was for an end-of-semester assignment, If I'm not mistaken, it was for a course like Academic Writing or maybe Literature. I had to write a paper and I wasn't too sure about the structure. So, I asked ChatGPT, and it explained everything clearly. That really helped boost my confidence and made me feel surer about my work.= (S-3)
		Curiosity and Exploration	<…One thing about ChatGPT is that it always brings something new. Like, when I ask about topic A, it might give answers covering A, B, C, and D, and that makes me want to explore more. For example, I might start by just asking about the present tense, but then ChatGPT also includes extra info about other tenses. That kind of response really makes me want to dig deeper and keep learning.= (S-5)

		Enjoyment in Learning	<…AI also helps me be more productive because I can multitask. For example, I might use one AI to find references, then switch to ChatGPT to create an outline, and use others like Claude or Elicit to look for background info or supporting articles. I can do three things at once, which makes everything feel way more efficient, and I really enjoy that.= (S-4)
		Fun in Learning	<…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. Sometimes, I felt like a paragraph was already good enough, but it actually still lacked flow or wasn't comprehensive enough. ChatGPT helped review it and made the paragraph easier to read and more well-structured.= (S-2)
	Emotional Well-being	Expressing Emotions	<…Aside from that, I also sometimes chat with ChatGPT about everyday stuff kind of like having someone to talk to. Even though I know it's just a machine, it still manages to give thoughtful advice and responses that make me feel heard. But even so, I really enjoy using ChatGPT. It's not just helpful for academic

| | | | things, it also gives useful input on other topics. Like when I ask about sports, which exercises are suitable, or just general tips about different things.= (S-4) |
| | | | <…I usually, like, talk to ChatGPT when I need to talk or just share what's on my mind. I'd ask for advice if I'm dealing with something, and then it gives me suggestions or solutions.= (S-9) |

Theme 3			
Theme	**Sub-Theme**	**Code**	**Excerpt**
Collaborative and Social Learning	Peer Collaboration in Tasks	Group discussions	<…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. Since it's quick and easy to access, we were able to work together more efficiently and finish the task faster.= (S-1).
			<…It feels like having a third discussion partner. It makes the conversation more dynamic and brings in more perspectives. For example, during a discussion, we'd check something with ChatGPT and get extra information that turns out to be really useful that makes learning feel more engaging.= (S-3)
			<… I've worked in a group with my classmates using ChatGPT this was for an assessment course. We were assigned to use AI, mainly ChatGPT, to

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			help create test questions. As a group, we developed a blueprint and then analyzed the weaknesses of the questions based on the given guidelines. We also reviewed and corrected the questions generated by ChatGPT.= (S-5)
			<…We often hang out at cafés to work on assignments together. While we're there, we also share tips on how to use ChatGPT more effectively. It's fun not just about studying, but it also strengthens our friendships. Even after we go home, we still share info about new AI tools with each other.= (S-4)
	Dynamic Group Learning	Active Group Interaction	"…One time, I helped a junior with their assignment using ChatGPT. It made explaining things to them a lot easier. Sometimes when ChatGPT's answers were a bit off, we'd just end up laughing together. So yeah… it made the whole vibe more fun." (S-3)
			<…. The conversation becomes more dynamic and we get more perspectives. For example, 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)

Theme 4			
Theme	**Sub-Theme**	**Code**	**Excerpt**
Responsible Use and Critical Awareness	Ethical Awareness	Selective AI Use	<…Before, we used to look everything up in books, but now we can use e-books or AI. Both have their own fun sides. But there are pros and cons, too. The good thing is we can learn so many things from all over the world. The bad thing is, if we rely too much on ChatGPT, we might lose our long-term memory. So, I still try to search for things on my own first. If I'm really stuck, then I'll use AI.= (S-6)
		Adapted Reference Use	<…I usually don't use the answers as they are. I treat them more as references, then I rewrite or adjust them to match my own writing style.= (S-5)
	Critical Thinking and Validation	Cross Checking	<…I enjoy using ChatGPT because it gives me lots of ideas, but I'm also careful since I know not all of the answers are accurate. So, I still double-check the information, especially when it involves sources.= (S-8)

			<…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)
			<…Back when I was working on a booklet, I usually wrote a rough draft first, then used ChatGPT to help revise the writing so it would sound cleaner, more academic, and proper. I also tried putting in samples of academic writing from my friends to study their writing style. Then I compared them to my own writing and made adjustments. But of course, I always double-checked the results from ChatGPT I never just copy-pasted everything. I only used the parts that fit well. So, the process was still active, not just relying entirely on AI=. (S-4)
			<…Sometimes I use ChatGPT, but I also use other AI tools like Gemini, Blackbox, and a few others around four in total. I like to mix them, because each AI has its own way of explaining things. For example, when I search for something on ChatGPT,

			the answer might be different from what I find in the library…But I still don't trust AI 100%, to be honest. I'd say I trust it about 70%, and I double-check the rest using other sources. I've even heard that the creators of ChatGPT themselves don't fully trust their own AI=. (S-6)
		Prompt Refinement	"For example, if I write a prompt that's not very clear or the answer doesn't quite match what I'm looking for, I just revise it or revise the question a little. Usually, ChatGPT then gives a response that fits better with what I meant." (S-7)

Theme 5			
Theme	**Sub-Theme**	**Code**	**Excerpt**
Lecturers' Role in ChatGPT	Regulated Permission	Conditional Encouragement	<…Based on my experience, most of my lecturers are quite open to using AI. But of course, we're not allowed to just copy and paste. For example, it's okay to use it to find proposal topics or references for trending research, but we still have to process and write everything in our own words.= (S-7)
			<…My lecturers are quite open to the use of ChatGPT, especially for learning English. They didn't explicitly teach us how to use it, but they supported using technology as a learning

			tool, as long as it's not misused.= (S-9)
			<…my lecturer seems open of using technology. 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)
			<…If the lecturer is an expert on technology, they usually recommend using it but with a clear note to don't just copy and paste. You have to understand and rework the content." (S-3)
			<…Some lecturers recommend using AI, including ChatGPT, but with a condition we have to use it wisely. We're not allowed to just copy and paste, because they can clearly tell which parts are our own writing and which are generated by AI.= (S-4)
	Guidance on Usage	Formulating Prompt	"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)

		Writing Advice	"For technical things like grammar checks or fixing sentence structure, my lecturer actually suggested using ChatGPT or other AI. So that, the language used can be more varied and not too monotonous." (S-1)
		Tool Recommendation	<…The lecturer 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)
			"My lecturer once recommended a few AI tools, mainly for journal searching. Some of the tools mentioned were ELICIT AI, Research Rabbit, and a few others." (S-2)
			"For other AI tools, my lecturer once taught us how to use Elicit or Eric AI to find articles. They showed us how to enter keywords, set filters, and choose relevant results. So even though it wasn't specifically about ChatGPT, we still got some guidance on using AI." (S-4)
	Impact of Lecturer Role on Students	Responsible Engagement	<…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. It just wouldn't be ethical. So, I make sure to double-check the information, look it up in other sources, articles,

			and so on.= (S-7)
			<…it's great that the lecturer is open-minded and understands how AI works. But on the other hand, it also makes me more careful because they really know what AI can do. So, we can't just copy and paste answers, we have to modify them to avoid looking like we're cheating or overly dependent.= (S-2)
			<A lecturer who is open to AI usually makes me more motivated because it makes accessing information easier, especially for understanding terms in English. But there are also lecturers who are quite strict and forbid the use of AI. In that case, I have to be more careful and read journals manually from start to finish. Yet, there are AI tools that can help summarize journals too. So, if the lecturer is strict, more time ends up being spent on reading manually.= (S-1)
			<…. 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)

Appendix 9. The Results of Students' Interview

Participant S-1	
Interviewer	How often do you use ChatGPT and usually for what purposes?
Participant	Lately, I've been using it quite often, especially in my eighth semester. Mostly, I use it to look up information related to my thesis and journal articles
Interviewer	Have you ever used it for English-related purposes?
Participant	Yes. I usually use it to check grammar, understand sentence structures, or find synonyms for words I don't know yet. Sometimes, I also use it to make sure my sentences are written correctly
Interviewer	What was your first impression of using ChatGPT for learning English?
Participant	I think it's pretty complex, but still easy to understand. The language isn't as complicated as what's usually in journals, so it feels more informative and the meaning is clearer.
Interviewer	In general, how's your experience using ChatGPT for English? Fun or what?=
Participant	It's been quite fun. The responses are quick, and the language is easy to grasp. I actually feel more comfortable using ChatGPT to find information than browsing on Google, because ChatGPT is faster and more straight to the point
Interviewer	What do you enjoy the most about using ChatGPT for learning English?
Participant	One thing that I like is adding images. So, if I send an image, the information gets processed quickly. Also, it's easy to access and not limited to just one source. ChatGPT also provides a variety of information, which can be a great source of inspiration for writing, brainstorming ideas, or organizing thoughts in a more structured way.
Interviewer	What's something unexpected you've experienced while using ChatGPT, especially for English learning?
Participant	One interesting thing is when I was stuck finding synonyms. 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. Plus, the synonyms usually come with their meanings in Indonesian too, which makes it feel more interactive and super helpful during the writing process.
Interviewer	Has ChatGPT ever helped you in class in a way that made you proud?
Participant	Yes. For example, when my lecturer asks something and I

	don't understand the term, I just type the keyword into ChatGPT right away. Since the response is fast and the info is complete, I feel more prepared to answer and understand the term before the discussion even starts. It's super helpful, especially in fast-paced classes.
Interviewer	Has using ChatGPT ever affected your interactions with friends? Like becoming a topic of conversation or using it together for assignments?
Participant	Yes, especially during group work. Once, we had an interpreting class assignment where we had to interpret sentences given by the lecturer. We used ChatGPT to discuss and filter the information. Since it's easy and fast to access, we could work together more efficiently, and the task got done quicker.
Interviewer	Any funny or memorable moments with friends involving ChatGPT?
Participant	Yes. One time, my friend told me they used ChatGPT to vent about personal stuff, and the replies felt <too human.= They ended up getting hooked, not for information anymore, but just to share feelings. It was funny seeing how they really had long conversations with ChatGPT, like chatting with a real friend.
Interviewer	Do you think ChatGPT makes group learning more fun or just the same?
Participant	Personally, I think it's more fun. For example, when we're discussing assignments from lecturers that sometimes lack clear sources, we use ChatGPT to help interpret what the task means. ChatGPT also gives responses really quickly, so we can use it right away for group discussions with classmates
Interviewer	Has your lecturer ever suggested using ChatGPT for brainstorming, like in academic writing?
Participant	For brainstorming ideas in academic writing, not really, since ideas usually have to come from us. But for technical things like grammar checking or fixing sentence structures, my lecturers actually suggested using ChatGPT or other AI. So that, the language used can be more varied and not too monotonous.
Interviewer	So, does your lecturer's openness toward AI make you more motivated or more cautious?
Participant	A lecturer who is open to AI usually makes me more motivated because it makes accessing information easier, especially for understanding terms in English. But there are also lecturers who are quite strict and forbid the use of AI. In that case, I have to be more careful and read journals manually from start to finish. Yet, there are AI tools that can help summarize journals too. So, if the lecturer is strict, more time ends up being spent on reading manually

Interviewer	Has your lecturer ever directly helped you when using ChatGPT?
Participant	Not specifically with ChatGPT. But 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.
Interviewer	How much do you think ChatGPT affects your learning process?
Participant	Quite a lot, especially as a student who often has to write academic papers. AI helps a lot in providing free access to journal sources, which is important since our writing has to be backed by valid data. It also speeds up the learning process, including brainstorming and practicing for exams.
Interviewer	Do you usually use special prompts when using ChatGPT? Like for finding journals or specific topics?
Participant	I usually start by sharing the idea or topic I'm working on. Then, I explain what's still unclear or which parts I haven't fully understood. For example, I might want to learn more about a certain theory, what kind of research it falls under, and how other experts see it. That way, ChatGPT's responses become more structured and better suited to what I need

Participant S-2	
Interviewer	How often do you use ChatGPT and usually for what?
Participant	When I was working on my thesis, I used it quite a lot. But if I wasn't doing thesis stuff, I usually only used it when I ran into technical problems, like formatting something in Word or other tricky technical stuff. I actually started using ChatGPT around my 7th or 8th semester, when I really needed help with my thesis.
Interviewer	Have you ever used ChatGPT for learning English?
Participant	Yes. Mostly to fix grammar. For example, if I was writing a paragraph and Grammarly wasn't working, I'd just copy it into ChatGPT and ask it to fix the grammar. It was really helpful.
Interviewer	What was your first impression of using ChatGPT for English learning?
Participant	The first time I used it, I was surprised at how fast the results came out and they were pretty good too. I immediately understood why so many people like using ChatGPT: it's simple, fast, and makes the workload feel lighter.
Interviewer	Can you tell me about your general experience using ChatGPT for English learning? Was it fun?
Participant	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. Sometimes, I felt like a paragraph was already good enough, but it actually still lacked flow or wasn't comprehensive enough. ChatGPT helped review it and made the paragraph easier to read and more well-structured.
Interviewer	What do you enjoy the most about using ChatGPT for learning English?
Participant	First, the fast response. Second, ChatGPT can follow instructions quite accurately. For example, I once asked it to recommend journals based on a paragraph I wrote and it gave me suggestions, though of course I had to double- check. Third, when logged in with a Google account, I could check my chat history and upload files, which was super useful.
Interviewer	Any interesting or unexpected things you've learned from ChatGPT?
Participant	Yes. I found out ChatGPT can help not just with academic stuff. For example, once I was struggling to make a paragraph neat, so I asked ChatGPT, and it gave me solutions. Compared to Google, ChatGPT's answers are deeper and more contextual. And even if it doesn't have the exact answer, it still gives follow-up suggestions until you figure it out. That was pretty interesting for me.
Interviewer	If ChatGPT's answer doesn't fit, do you usually use special prompts?
Participant	At first, I usually try adjusting the prompt on ChatGPT. But if it still doesn't quite connect, I'll explain the context in more detail. If it still didn't work, then I'd just go back to the manual way checking books or other sources.
Interviewer	Has ChatGPT ever helped you in class in a way that made you proud?
Participant	Not really in class, because I hadn't started using ChatGPT back in regular class times. I mostly used it for assignments or my thesis.
Interviewer	When you used ChatGPT for assignments or studying, did it ever become a topic of discussion with friends?
Participant	Yes. Once, we were confused about sampling methods for an assignment, so we discussed it together and checked ChatGPT. It gave us clear references and helped us understand. So yeah, we've used it together for brainstorming quite often.
Interviewer	Any funny or random moments with ChatGPT?
Participant	Not really. So far, I've only used it for academic stuff, so I haven't done random or playful things with it.
Interviewer	Do you think ChatGPT makes studying more enjoyable?

Participant	Yes. There was this one time when things were super hectic, so I asked ChatGPT to help me make a daily schedule. I listed my tasks, and it organized them into a neat study plan. It felt so satisfying being able to check things off one by one. It really helped with time management.
Interviewer	What's your lecturer's role in supporting your use of ChatGPT?
Participant	Since I started using ChatGPT in semester 7, 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.
Interviewer	Do you feel more motivated or more cautious with lecturers being open but still setting limits?
Participant	Both. It's great that the lecturer is open-minded and understands how AI works. But on the other hand, it also makes me more careful because they really know what AI can do. So, we can't just copy and paste answers, we have to modify them to avoid looking like we're cheating or overly dependent.
Interviewer	Has your lecturer ever directly helped you when using ChatGPT?
Participant	Not directly, since using it isn't too complicated. But we still got guidance on how to explore AI properly.
Interviewer	Has your lecturer suggested any other AI tools besides ChatGPT?
Participant	Yes. More in the context of journal searching. Some that were recommended included ELICIT AI, Research Rabbit, and others.
Interviewer	Do you feel a difference in learning English before and after using ChatGPT?
Participant	Definitely. I used to rely mostly on Google Translate and Quill Bot. But ever since I started using ChatGPT, it feels like there's so much more to explore. ChatGPT helps make paragraphs more comprehensive and offers broader perspectives. So, it's not just about translating it also helps with organizing sentences and improving the overall flow.
Interviewer	Have you been using the free version of ChatGPT or the paid one?
Participant	I've only been using the free version so far, and honestly, it's enough. I haven't really felt the need to go premium.

Participant S-3	
Interviewer	Overall, do you enjoy using ChatGPT?
Participant	Yeah, I do. For me, ChatGPT is super easy to use, so it just feels comfortable whenever I want to ask something or look up information.
Interviewer	How often do you usually use ChatGPT and what for?
Participant	Lately, I've been using it quite often. Mostly for entertainment, but also for doing my college assignments.
Interviewer	Since when did you start using ChatGPT?
Participant	If I'm not mistaken, I started using it more regularly around mid-2024. I had tried it before, but that's when I really began to use it often.
Interviewer	What was your first impression when you used ChatGPT?
Participant	At first, I was a bit sceptical. I usually asked questions that I already knew the answers to, just to check if ChatGPT got it right. Sometimes the answers were a little off, so now when I use it for assignments, I also make sure to check the sources. But overall, I still feel most comfortable using ChatGPT. I think the answers are better compared to other AI tools I've tried.
Interviewer	In the context of learning English, have you ever used ChatGPT?
Participant	Yes, I have. Usually, I use it to look up definitions, materials, or references. It's pretty helpful.
Interviewer	What feature do you like the most when learning English with ChatGPT?
Participant	The fast response that's what I like the most. I haven't tried the voice feature yet, though. But aside from that, the image generation feature is also really cool when I'm not using it for English learning.
Interviewer	Have you ever found something surprising or interesting while using ChatGPT?
Participant	Yes! When I tried the image generation feature, I described a person, and the result looked exactly like what I had imagined. I was really surprised at how detailed and good it turned out.
Interviewer	Have you ever used ChatGPT for an assignment that made you proud?
Participant	Definitely. One time, it was for an end-of-semester assignment, If I'm not mistaken, it was for a course like Academic Writing or maybe Literature. I had to write a paper and I wasn't too sure about the structure. So, I asked ChatGPT, and it explained everything clearly. That really helped boost my confidence and made me feel surer about my work.

Interviewer	Have you ever felt excited or entertained while learning with ChatGPT?
Participant	Yes, for sure! I'm a curious person, so with ChatGPT, I can explore more deeply. It makes me more motivated and eager to keep learning.
Interviewer	Have you ever used ChatGPT with friends for studying or assignments?
Participant	Yes, I have. One time, I helped a junior with their assignment using ChatGPT. It made explaining things to them a lot easier. Sometimes when ChatGPT's answers were a bit off, we'd just end up laughing together. So yeah… it made the whole vibe more fun.
Interviewer	Does using ChatGPT with friends make studying more enjoyable?
Participant	Definitely. The conversation becomes more dynamic and we get more perspectives. For example, 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.
Interviewer	Has a lecturer ever suggested using ChatGPT for assignments?
Participant	If the lecturer is tech-savvy, then yes, but usually with a note: don't just copy-paste. You still have to understand and rework the answers.
Interviewer	With those boundaries from lecturers, does it make you more motivated or hesitant to use ChatGPT?
Participant	Actually, it makes me more motivated! Because I know the limits, I can use ChatGPT more wisely. I just need to be careful and write things in my own words, not just paste the answers.
Interviewer	Have lecturers ever directly guided you in using ChatGPT?
Participant	So far, no. None of my lecturers have directly taught or guided me on how to use ChatGPT.
Interviewer	In the future, will you keep using ChatGPT or try other AI tools?
Participant	I think I'm still going to use ChatGPT. So far, I feel like the answers are still the best, especially for learning English

Participant S-4	
Interviewer	How often do you use ChatGPT, and usually what for?
Participant	I use ChatGPT quite often, especially as a college student. Usually, I use it to help with academic writing like research papers, thesis, or other assignments. But it's not just ChatGPT, I also use other AIs like DeepSeek and Claude. I

	often use several AIs at the same time to look for references, create outlines, or just find short definitions for terms that are a bit hard to understand.
Interviewer	So, you've explored quite a lot with ChatGPT, right?
Participant	Yeah, quite a lot. Specifically, when it comes to ChatGPT, I mostly use it for things related to academic writing like creating structure, outlines, and stuff like that. What I really like is that the latest version of ChatGPT has this deep learning feature so it kind of <thinks= first before answering. That means the prompt doesn't have to be super detailed, it can already understand what I mean and respond based on what I actually need. That's been really helpful.
Interviewer	How about for learning English? Have you used it, like for vocabulary, grammar, or paraphrasing?
Participant	Yes, definitely. For example, when I was making a booklet, I usually wrote the draft first, then put it into ChatGPT to help revise the writing so it would be neater, more academic, and proper. I also once put in samples of my friends' academic work just to study their writing style. Then I compared it with mine and adjusted. But of course, I always checked the results again, not just copy-paste. I picked the parts that fit, then used them. So, the process was still active, not just relying entirely on AI=
Interviewer	So, you're pretty active in using ChatGPT for English learning too?
Participant	Yes, because ChatGPT doesn't replace us it supports us. The important thing is, we still need to verify the results and keep thinking critically. ChatGPT can lighten the workload, but it doesn't mean we can let go of our intellectual responsibility.
Interviewer	In terms of features, which ones do you find most interesting?
Participant	There are a few I really like. First, the voice assistant feature. We can talk directly as if having a dialogue with someone. You can even choose the voice male, female, deep voice, etc. But there are some downsides too. Like if you talk too fast, sometimes it doesn't detect correctly, so the transcript ends up different from what you actually said. Second, ChatGPT is now <smarter.= It can understand what we mean first before answering, which makes it more effective. Third, the extensions or add-ins. For example, integration with Google Scholar that's super helpful for finding journals or articles. Without the extension, ChatGPT's references sometimes turn out fake. But with that extension, the search results are more reliable and faster to find.
Interviewer	Have you ever used ChatGPT for something that made you proud?
Participant	Yes, I have. Back in my 3rd or 4th semester, I worked on a

	research proposal from Chapter 1 to Chapter 3. I used ChatGPT and a few other AI tools to help me find sources and build an outline. I felt proud because while my friends were still busy searching for journals, I had already started writing. It really saved my time and made me more productive. I could also help my friends, teaching them how to make prompts, how to search for articles with AI, and so on. So, there was also this sense of pride in being able to share knowledge with them.
Interviewer	Have you ever worked together with friends using ChatGPT?
Participant	Of course. We often hang out at cafés to work on assignments together. While we're there, we also share tips on how to use ChatGPT more effectively. It's fun not just about studying, but it also strengthens our friendships. Even after we go home, we still share info about new AI tools with each other.
Interviewer	Have you ever had a funny moment with ChatGPT?
Participant	Yes, Once, I uploaded a friend's photo into ChatGPT (using the image feature) and wrote a funny prompt. The result was kind of similar but also absurd. Then I turned it into stickers, and everyone laughed. It was just for fun, nothing serious. Though sometimes the results were a bit too much, so I censored them a little to keep it appropriate.
Interviewer	From your lecturers, is there anyone who supports or recommends using ChatGPT?
Participant	Yes. Some lecturers encourage using AI, including ChatGPT. But with a reminder that we have to use it wisely. We're not allowed to just copy and paste, because they can clearly tell which parts are our own writing and which are generated by AI. Sometimes even the formatting gives it away like automatic bold text or sentence structures that sound too <AI-like.= So, we still need to reread, revise, and make sure the work matches our own academic style.
Interviewer	Have your lecturers ever given tips on using ChatGPT or making prompts?
Participant	Not specifically for ChatGPT, no. Maybe because they already know we're familiar with it. But for other AI tools, my lecturers once taught us how to use Elicit or Eric AI to find articles. They showed us how to enter keywords, set filters, and choose relevant results. So even though it wasn't specifically about ChatGPT, we still got some guidance on using AI
Interviewer	Compared to learning English before and after using ChatGPT, do you feel any difference?
Participant	Definitely. I feel happier and more productive. AI makes everything more efficient finding sources is faster, and I can multitask. Sometimes I also chat with ChatGPT about daily

	stuff, kind of like venting. Even though I know ChatGPT is just a machine, it still feels like it listens and gives advice, which makes me feel heard. But of course, AI can't replace humans. We still need real human interaction and empathy. Still, for learning English, ChatGPT has been super helpful for learning English. From grammar and paraphrasing to writing practice it's all been a big help, it's really boosted my confidence and made me feel proud of the skills I've built so far.
Interviewer	If you compare your feelings about learning English before and after using ChatGPT, how do you feel?
Participant	Honestly, I feel happier. Because AI really helps with assignments. First, it speeds up finding references, so the time usually spent searching is cut down it's more efficient. Then, AI also makes me more productive since I can multitask. For example, I might use one AI to find references, then switch to ChatGPT to create an outline, and use others like Claude or Elicit to look for background info or supporting articles. I can do three things at once, which makes everything feel way more efficient, and I really enjoy that. Sometimes I also tell ChatGPT about my daily life. What's interesting is that it feels like ChatGPT is quite <emotional.= Maybe because I write specific prompts like, <pretend you're my conversation buddy,= then I share whatever I'm experiencing or thinking. And when I come back days later, it feels like it remembers and connects to the context. It even gives advice. Like if I deal with an annoying person at work, it suggests how to respond, saying things like <I understand how you feel.= But deep down I know it's just an illusion ChatGPT doesn't really have emotions like humans do. Humans can genuinely understand emotions, offer different perspectives, and give real comfort like a pat on the shoulder or just being physically present. AI can only provide words, and even the tone is flat. Whether it's something sad or encouraging, the tone stays the same plain, informative. Like, it might say, <Don't be sad. Here are some tips for you…= It feels like there's emotion, but it's not as warm as humans. Still, I enjoy using ChatGPT. Besides helping academically, it can also give advice on other things. For example, I ask about sports, which exercises are good, or other tips. In terms of learning English, ChatGPT is fast, efficient, and makes me more productive. I feel very supported, and also proud that I can use AI wisely and to the fullest. It boosts my confidence in learning, especially in English.
Interviewer	So ChatGPT can also act as emotional support for you?

Participant	Yes, kind of. It can be a form of emotional support, but not in a deep sense. Because it's important to remember: AI can't replace humans.
Interviewer	Humans have stronger emotions, broader perspectives, and can be physically present comforting with a hug, a pat, or just being there. Meanwhile, AI can only support through words. Its voice and tone also stay flat. Whether it's saying something sad or giving advice, the tone doesn't really change. For example, <Don't be sad. Here are some tips for you…= It feels like it has emotions, but compared to humans, it's still lacking warmth.

Participant S-5	
Interviewer	Since when did you start using ChatGPT?
Participant	I started using ChatGPT in my first semester, around August 2023.
Interviewer	Did you feel confused while using it?
Participant	Not really, ChatGPT is not really difficult, it's easy to use... it felt kind of like using Google, you just type in a prompt and the answer pops up right away. So yeah, it's pretty easy to use.
Interviewer	In the context of English learning, have you ever used ChatGPT?
Participant	Yes, I have. Usually, I use it to check grammar or look for vocabulary. Sometimes I also practice conversations like I choose a topic and then chat with ChatGPT about it.
Interviewer	Has it been enjoyable to use ChatGPT for learning English? If yes, can you explain your experience?
Participant	Definitely, it's really enjoyable. ChatGPT helps a lot in learning, especially because the responses are quick. I don't have to wait long or search in too many places. I just type my question, and it gives a clear answer right away.
Interviewer	Besides making things easier, is there anything else that makes using ChatGPT more enjoyable compared to other tools?
Participant	In my opinion, ChatGPT responds much faster than other AIs I've tried. It's also more helpful in the learning process. For example, when some lecturers don't explain specific details about the material, I can ask ChatGPT. That way, I get the information I need. It's really helpful.
Interviewer	How about when it comes to helping with English assignments do you think it's useful?
Participant	Very useful. First, 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. But I usually don't use the answers directly I treat them as references, then rewrite them to match my own writing style.
Interviewer	While using ChatGPT, are there any features you particularly like the fast responses, or something else?
Participant	I like the voice record and feedback features because I can talk directly with ChatGPT. Also, when I was reading an e-book, I could just upload the file and ChatGPT would summarize it. That made things much more efficient.
Interviewer	Has ChatGPT ever made you interested in learning new topics in English?
Participant	Of course. One thing about ChatGPT is that it always brings something new. Like, when I ask about topic A, it might give answers covering A, B, C, and D, and that makes me want to explore more. For example, I might start by just asking about the present tense, but then ChatGPT also includes extra info about other tenses. That kind of response really makes me want to dig deeper and keep learning.
Interviewer	Do you think ChatGPT is useful for improving your English skills? If yes, which skills do you think have improved the most?
Participant	The most noticeable ones are reading and writing. For reading, I often ask ChatGPT to summarize books, so I can grasp the main points more quickly and efficiently. For writing, I use ChatGPT to check grammar, which helps make my writing more polished.
Interviewer	Have you ever used ChatGPT with friends for example, in group study or doing English assignments? Can you tell me about the experience?
Participant	Yes, I've worked in a group with my classmates using ChatGPT and this was for an assessment course. We were assigned to use AI, mainly ChatGPT, to help create test questions. As a group, we developed a blueprint and then analyzed the weaknesses of the questions based on the given guidelines. We also reviewed and corrected the questions generated by ChatGPT
Interviewer	From your experience, did that make the learning process more enjoyable, or just the same as usual?
Participant	For me, it was really enjoyable mainly because it was something new. Sure, some lecturers may not agree with using AI, but the ones who encouraged us to learn together and maximize its use made the experience exciting. It felt fun because it was our very first-time using AI in a classroom learning context.
Interviewer	Since your lecturer is open about using AI, even though there are limits like no copy-paste, does that make you cautious

	when using ChatGPT?
Participant	For me, 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. 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.
Interviewer	Have your lecturers ever given tutorials or tips on how to use ChatGPT like making better prompts to get better answers?
Participant	Yes, definitely. 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.
Interviewer	from your experience you've used ChatGPT individually, in group discussions, and even had lecturers who are open to its use. Looking ahead, do you still want to keep using ChatGPT for English learning, or are you considering switching to other AIs?
Participant	I've tried out a few different AIs like DeepSeek, Gemini, and a couple of others. But in my opinion, ChatGPT still gives the best answers and the most accurate responses. The replies also tend to make more sense. Sometimes, it even includes references like relevant articles or books, so it's not just giving an answer, but also showing where it's coming from. That really helps me feel more confident and trust the responses. So, chances are I'll keep using ChatGPT.

Participant S-6	
Interviewer	How often do you use ChatGPT? And since when did you start using it?
Participant	I usually use ChatGPT whenever I get assignments and I don't really understand what the task is about. So, I use ChatGPT to look for references. I use it quite often because ChatGPT is really helpful for finding information.
Interviewer	It seems that you make use of it quite often?
Participant	Yes, quite often. But unlike some of my friends who sometimes just copy things directly, I always read everything first. Sometimes I use ChatGPT, and sometimes I mix it with other AIs. I like to combine them, because every AI explains topics differently. For example, when I search for something in ChatGPT, the result can be different from what I find in the

	library. Usually, I use Gemini, Blackbox, and two other AI so around four that I use regularly.
Interviewer	How about in the context of learning English like vocabulary, paraphrasing, or checking grammar have you ever used ChatGPT?
Participant	Yes, I have. I usually use it for grammar checks. Grammar has so many rules and structures that sometimes I get confused. So, I use ChatGPT to learn how to apply grammar correctly.
Interviewer	Before using ChatGPT, what tools did you use to learn grammar?
Participant	Before I knew about ChatGPT, I relied more on books. I often bought dictionaries or other reference books. Back then, I didn't really trust information from the internet. I trusted books more.
Interviewer	If you compare manual learning with learning English using ChatGPT now, which one do you find more convenient?
Participant	For me, it's 50:50. Because now we live in a technological era, so whether we like it or not, we have to adapt. Before, everything had to be looked up in books, but now we can use e-books or AI. Both ways have their own interesting sides. Of course, each has positives and negatives. The positive side is that we can learn a lot of things from around the world. But the negative is, if we rely too much on ChatGPT, we lose our long-term memory. So, I try to look for answers myself first, and only use AI if I'm really stuck.
Interviewer	Among all of ChatGPT's features, which one do you like the most?
Participant	I really like the microphone feature. Since my first semester, I had a listening course. Sometimes I got conversations with accents I'd never heard before. So, I listened to them using the microphone feature in ChatGPT, and it transcribed them right away. From there, I could understand how the words were pronounced and what vocabulary was used.
Interviewer	Have you ever felt amazed or found something unexpected while using ChatGPT?
Participant	Yes, definitely! When I first used it, I was surprised at how detailed the references were. For example, when I entered a keyword, it could show whose journal it was and where the source came from. What amazed me even more was that ChatGPT could also generate images. Like cartoon-style pictures just by entering keywords or image references, it could create them. I was really impressed when I saw that.
Interviewer	Have you ever done something with ChatGPT that made you proud? Like assignments, presentations, or answering in class?
Participant	Yes, many times. I often use ChatGPT to help with writing

	papers. After writing them, I usually put them into ChatGPT and ask it to turn them into interesting presentation materials. It gives me the key points. There was also a time when we were learning TEFL material and my whole group didn't understand it. During the Q&A session, one of my friends used the microphone feature in ChatGPT, and the answer came out immediately. That was super helpful.
Interviewer	That's great. How about in group study do you also use ChatGPT with your friends?
Participant	Yes, often. For example, when we're discussing learning theories, my friends and I each use different AIs. I use Perplexity, another friend uses ChatGPT, and others use different AIs. Then we compare the results, combine the ideas, and pick the most relevant ones. But I never trust AI 100%. I'd say around 70% the rest I confirm using other sources. I've even heard that AI creators themselves don't fully trust their own AI.
Interviewer	How about your lecturers do they support the use of AI like ChatGPT?
Participant	Yes, my lecturers are very supportive. They even encourage us to look for information using AI, then paraphrase it and connect it with lecture materials. So, we're not allowed to just copy-paste. We have to understand it first before applying it.
Interviewer	So, your lecturers are open-minded, and you're also cautious in using AI. Have they ever taught prompt techniques to get better results?
Participant	So far, not in detail. They usually just suggest things like, <try typing it this way.= But no special tips or tricks yet.
Interviewer	Even without guiding, do you still find ChatGPT easy to use?
Participant	Yes, it's super easy to use. Even when I type in a clumsy way, ChatGPT still understands what I mean. Even my younger sibling in elementary school can already use it. So, I'd say it's very user-friendly.
Interviewer	After all these experiences, do you feel happy using ChatGPT, or just neutral? And in the future, will you keep using it or try exploring other AIs too?
Participant	Personally, I feel really happy using it. Technology nowadays makes things so much easier. Information is very quick to access, and the features are amazing. I still feel very comfortable using ChatGPT, and I'll definitely keep using it. But I'll also continue exploring other AIs and compare the results, so the information I get is broader and deeper. My goal is to combine everything into one complete understanding.

	Participant S-7
Interviewer	Since when have you been using ChatGPT?
Participant	I've actually been using it for quite some time since my second semester. Mostly, I use it for studying, especially to improve my English skills.
Interviewer	When it comes to practicing English skills, which skill do you usually focus on? For example, writing, listening, vocabulary, or grammar. Could you share your experience?
Participant	I focus more on speaking. Especially now, since critical thinking skills are very important, I often practice debating with ChatGPT kind of like simulating debate discussions.
Interviewer	What was your first impression when you used ChatGPT for learning English?
Participant	At first, it felt a bit strange. I thought, <What exactly can this tool do?= But then I realized it can actually be used for many things, as long as we provide the right prompt. And surprisingly, ChatGPT really understands what we mean.
Interviewer	has using ChatGPT for learning English been enjoyable for you?
Participant	Yes, definitely. In fact, I use ChatGPT almost every day for English-related purposes.
Interviewer	Almost every day? What do you usually use it for?
Participant	Yes, nearly every day. Right now, I'm working on my thesis proposal, and ChatGPT has been extremely helpful during this stage.
Interviewer	Since you've been using ChatGPT for academic purposes like English learning and discussions what about your lecturers? Are they supportive to the use of ChatGPT or other AI tools?
Participant	From my experience, my lecturers are quite open about it. But of course, we're not allowed to just copy and paste. For example, it's fine if we use it to look for proposal topics or references about trending research, but we still need to process and write everything in our own words
Interviewer	So, your lecturers are fairly open, but with certain limitations?
Participant	Exactly. 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. So, I make sure to double- check the information, look it up in other sources, articles, and so on.
Interviewer	In class, have your lecturers ever directly taught you how to use ChatGPT, or given tips to get better results?
Participant	Not directly. It's more implied. They don't say, <Here's

	exactly how to do it,= but they encourage us to search for prompts ourselves. They say we can find a lot of examples on Google or even TikTok. So basically, we're told to explore on our own.
Interviewer	But even without specific guidance, do you still find it easy to use?
Participant	Yes, it's quite easy. For example, if I write a prompt that's not very clear or the answer doesn't quite match what I'm looking for, I just revise it or revise the question a little. Usually, ChatGPT then gives a response that fits better with what I meant
Interviewer	If you compare your English learning before and after using ChatGPT, do you notice any difference?
Participant	Yes, definitely. I used to feel that my English skills were lacking. But after regularly chatting with ChatGPT, I've learned a lot of new vocabulary. It made me realize, <Oh, English is not that difficult after all.= That makes me feel happier and more motivated to keep learning.

Participant S-8	
Interviewer	Since when have you been using ChatGPT, and what do you usually use it for?
Participant	I started using it in my fourth semester. Usually, I use it for assignments. For example, in a microteaching class, when we were asked to provide certain activities, I asked ChatGPT to give me examples. Another case was in statistics, when we had to identify data types such as nominal data. I asked ChatGPT to provide relevant examples. So basically, I use it as a reference or to get some ideas.
Interviewer	I see, so more as a tool to help you generate ideas or get an overview?
Participant	Yes, exactly. Sometimes I also use it to look for more detailed explanations. Not just the definition, but I'll ask for a version that's easier to understand. Especially when I'm reading from journals the language can be really complicated, so I usually ask ChatGPT to help simplify it.
Interviewer	In the context of learning English, have you ever used ChatGPT?
Participant	Yes, definitely. I often use it to check grammar. Sometimes I also use it to look for synonyms when I'm writing.
Interviewer	Do you find it easy to use ChatGPT for learning?
Participant	It's pretty easy to use ChatGPT. I'm not really that good with technology, but I can still use ChatGPT without any trouble. So, I think it's pretty easy to use ChatGPT.
Interviewer	Is there any particular feature that you like the most?

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Participant	I'd say the image generation feature. Once, I had a translation assignment that required a drawing. I wasn't sure what to draw, so I asked ChatGPT for ideas first. It gave me some illustrations, and from there I got inspiration to make my own drawing.
Interviewer	Have you ever used ChatGPT for group work or discussions with friends?
Participant	Personally, I haven't. But some of my friends have used it for that purpose.
Interviewer	How about your lecturers what do they think about using ChatGPT? Do they support it or forbid it?
Participant	Some lecturers actually allow it, as long as it's not used for cheating or copy-pasting. Usually, it's fine to use it for brainstorming or idea generation. For example, in microteaching, when we need materials, sometimes we use ChatGPT to find sample texts so we don't have to create everything from scratch.
Interviewer	With lecturers being that open, does it make you feel more cautious or still excited when using ChatGPT?
Participant	Both, actually. I enjoy using ChatGPT because it gives me lots of ideas, but I'm also careful since I know not all of the answers are accurate. So, I still double-check the information, especially when it involves sources.
Interviewer	If you compare your English learning before and after using ChatGPT, do you notice any difference?
Participant	Yes, it feels easier now. I tend to worry sometimes like when writing Instagram captions or doing assignments. I used to wonder, <Is this correct or not?= But now, whenever I'm unsure, I just check with ChatGPT. It makes me feel more confident and less overthinking.

Participant S-9	
Interviewer	Have you ever used ChatGPT for academic purposes? And since when have you been using it?
Participant	As far as I remember, I've been using it for about a year now. Usually, I use it to look for ideas, as well as for studying and completing assignments.
Interviewer	How often do you use ChatGPT for assignments?
Participant	Quite often for assignments, studying, finding ideas and sometimes even just to share my thoughts.
Interviewer	Have you ever used ChatGPT to learn English? If so, could you tell me about your experience?
Participant	Yes, I have. I often use ChatGPT to learn English, mostly to ask questions about grammar. Like, sometimes I'll type out a

	sentence and ask, <Is this correct in terms of tenses?= It's super helpful for checking sentence structure.
Interviewer	What was your first impression when you used ChatGPT for learning English?
Participant	I think it was really impressive. I just typed a question, and the answer appeared immediately I didn't have to waste time scrolling through websites.
Interviewer	And how has your overall learning experience been so far using ChatGPT for English?
Participant	So far, it has been really helpful. ChatGPT is very practical and efficient there's no hassle, no endless scrolling through web pages.
Interviewer	Are there any features you particularly like when using ChatGPT for learning English?
Participant	What I like most is the quick responses and the fact that the answers are direct and to the point. It may seem simple, but it's extremely useful and makes the experience enjoyable.
Interviewer	Have you ever had an interesting experience while using ChatGPT?
Participant	Yes, I have. Sometimes I use ChatGPT almost like a place to vent. I share my problems and ask for advice. And ChatGPT actually gives me solutions.
Interviewer	Have you ever used ChatGPT for something that made you proud like assignments, presentations, or answering questions in class?
Participant	Yes, I've used it before to find material for presentations. I'd look for sentence options that are easier for the audience to understand. It really helped me deliver the content more clearly, and my audience could understand it better too. Sometimes the material we're given is written in a really formal or stiff way. So, I used ChatGPT to help rewrite the sentences in a more casual and easy-to-explain style. That way, it was easier for me to explain, and the audience got the message more clearly.
Interviewer	Have you ever experienced something funny or interesting with ChatGPT while learning English with your friends?
Participant	Not in the context of learning English, but outside of it, yes. Once, my friend jokingly asked ChatGPT how to become the boyfriend of a Korean artist. We thought the answer would be random, but surprisingly, the advice was actually logical even though, of course, it's not realistic.
Interviewer	How about working with friends have you ever used ChatGPT together?
Participant	Yes, it's really fun! When we study together with ChatGPT, everything becomes quicker, and we can even adjust the language style to match the way we normally speak. That

	makes the results feel more personal.
Interviewer	Do your lecturers support the use of ChatGPT in English learning?
Participant	Yes, my lecturers are quite open to the use of ChatGPT, especially for learning English. They didn't explicitly teach us how to use it, but they supported using technology as a learning tool as long as it wasn't misused.
Interviewer	So, with lecturers being open, do you feel more excited, or more cautious about using ChatGPT?
Participant	Both. I'm happy because it helps a lot, but I also feel more cautious so I don't just take the answers blindly.
Interviewer	Have your lecturers ever given you tips, tricks, or tutorials on how to use ChatGPT effectively, like making good prompts?
Participant	Yes, once in class they gave us example prompts to show how to get better answers. But they reminded us to use ChatGPT wisely not to take everything literally, and to always cross-check the responses.
Interviewer	If you compare learning English before and after using ChatGPT, how is it different?
Participant	The difference is very clear. Before, finding materials was difficult, but now it's much easier and more organized. Compared to before, I feel really happy having ChatGPT as a learning partner for English.
Interviewer	Do you plan to keep using ChatGPT for learning English in the future?
Participant	Yes, absolutely. At the moment, I haven't thought about switching to another AI because I already feel comfortable with ChatGPT. Out of all the tools I've tried, ChatGPT is the most responsive, and its answers are clear and relevant. For learning English in particular, it just feels like the best fit.