

The Correlation Between ChatGPT Use and English Learning

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ABSTRACT

Demand for English language was very urgent and commonplace nowadays, especially for learning and knowledge development. The existence of Artificial Intelligence (AI) made English learning more essential and needed in various fields, mainly for Agribusiness and Physiotherapy. Communication, research collaboration, marketing, and international cooperation were the priorities why English was considered important and necessary. Based on the preliminary study, driven by the development of AI, deepen students' abilities in mastering AI, accommodate them with good English skills and knowledge according to each field, a research was conducted to equip students with Artificial Intelligence capabilities using ChatGPT, and to study the correlation between using ChatGPT and learning English. Correlation analysis was applied to examine the correlation between the test scores of Physiotherapy students and Agribusiness students. The results showed insignificant correlation, or there is no meaningful relationship between ChatGPT use and English learning, with value of $r=0.019$ and $p=0.966$ for Agribusiness, and value of $r=0.141$ and $p=0.762$ for Physiotherapy.

INTRODUCTION

The English language plays a crucial role in the current era of globalization, particularly in the fields of Agribusiness and Physiotherapy, which require current information for the advancement of knowledge and skills. English is also essential in these disciplines with regard to communication, research collaboration, marketing, and international cooperation. Accordingly, in a preliminary study, a team of lecturers from Universitas Katolik De La Salle Manado consisting of faculty members from the Management Study Program, Electrical Engineering Study Program, Physiotherapy Study Program, and Agribusiness Study Program, conducted a study to determine the relationship between proficiency in English and the enhancement of the students' knowledge. The findings revealed that the correlation between students' English proficiency and their knowledge acquisition was relatively weak. The acquisition of information did not depend heavily on English proficiency. Factors influencing this relationship included limited time and disruptions caused by unstable internet connectivity during testing. Remembering that AI is very important, in the present semester, the same team conducted a follow-up study from a different perspective, examining the relationship between the use of the ChatGPT application and English language learning. The method applied was correlation analysis. This study sought to find out the correlation between ChatGPT use and English learning as ChatGPT can also be a tool for English learning. ChatGPT serves as a virtual platform that assists both lecturers and students in posing questions, seeking clarification, and generating ideas related to assignments and projects. Moreover, it can be utilized to develop English language skills. While lecturers and students typically use Google to obtain information, ChatGPT offers a more interactive approach through dialogic exchanges, providing concise summarized outputs without the need to filter vast amounts of data. This facilitates faster and more efficient access to information. In relation to management science, this measure of correlation could help providing solutions for students'

education process in learning English and make them aware of the presence of generative AI tool which, if used positively, will be very beneficial.

LITERATURE REVIEW

After made several studies, we could describe the following reviews of the related literatures. Studies concerning the relationship between English language proficiency and access to information has been conducted by various scholars, even though in different contexts from that of our study. Fundamental studies in relation to Artificial Intelligence (AI) had been carried out to learn the way AI technologies influence users' abilities in 4 (four) main criterias, i.e., writing, speaking, listening, and reading. Innovative tools such as voice recognition systems, chatbots, virtual assistants, and learning applications have been designed to evaluate the contribution of AI in strengthening the communication skills in this global era (Rusmiyanto et al., 2023). AI technology is able to customize learning materials based on individual abilities, provide instant feedback, and create an interactive and fun learning experience through features such as chatbots, voice recognition, and gamification. It indicated that the younger generation is utilizing this technology more. AI can be proven to increase students' learning motivation, effectiveness, and confidence in learning various foreign languages (Mongan et al., 2025). A generative tool such as ChatGPT becomes trend and relatively used for independent English learning. ChatGPT found to be an important tool that can deepen independent learning abilities, but its effectiveness is highly dependent on the characteristics of the students themselves (Sujannah et al., 2025).

Previous research among Korean university students, a result gave positive outcomes about students' optimism about ChatGPT's potential to enhance language skills. The findings offer insights for educators considering the integration of AI tools in language education (Van Horn, 2024). Another research investigated how ChatGPT can help the language instructors of non-English languages into their teaching practices, evolving teacher roles in the era of AI. Findings highlight the need to expand ChatGPT's multilingual capabilities and support educators in integrating AI responsibly and effectively (Moon et al., 2025). Research related to learners brings up the facts that learners have limited access to continuation learning assessment, and teacher often need more effort to guide learners in selecting and using appropriate words for specific contexts. It is necessary to use a ChatGPT-assisted platform which can facilitate the learning of the meanings, functions, and usage of frequent core words (Liu et al., 2025). AI-based dictionaries can serve not only as tools to enhance students' interest in learning English and completing assignments but also as resources to improve various English language skills, including reading, speaking, writing, and listening.

Research indicate that AI dictionaries have a positive impact due to their accessibility, affordability, and efficiency in supporting students' language skill development and learning processes. Evidence also suggests that using the features in AI dictionary facilitates the learning of English grammar more effectively (Sumartini & Suardana, 2024). The comprehension of English as a medium for knowledge transformation is currently necessary and important for university students. Each student must develop their knowledge through various online sources. One of the essential aspect is measuring students' ability to comprehend content through translation. In general, prior studies concluded that students' English proficiency remains relatively low. Consequently, it is necessary to restructure learning objectives, instructional materials, and teaching methodologies to align with the evolving demands of globalization (Pardiyono, 2016).

RESEARCH METHOD

The stages of research methodology employed in this study were derived from 3 (three) main steps, i.e., literature study, administering test, and data analysis. The initial stage was conducting a literature review, then selecting student samples. The next stage was administering test, in which students were instructed to utilize the ChatGPT application to access information and its translation as part of the learning process. The way the students used the ChatGPT prompts was quantitatively measured to obtain their ChatGPT score to be compared with their English score obtained from the structured tasks. Then the rest of the stages were collecting research data, examining the relationship of the two variables using correlation analysis, draw conclusions, and providing recommendations. The data sample consisted of students from Physiotherapy and Agribusiness. This study was integrated into a course project. Students were given a test involving one or two short paragraphs to be translated into Indonesian. They were subsequently required to study and comprehend the given text, compile a vocabulary list, and answer related questions.

RESULTS

To achieve the objectives, the team first conducted a literature review and selected the student samples. The participants consisted of 7 (seven) students from the Agribusiness study program and 7 (seven) students from the Physiotherapy study program. All participants present and completed the test in the Multimedia Laboratory of Universitas Katolik De La Salle Manado. In the first stage, students were asked to input the assigned topic into ChatGPT and use the same application to translate a brief description into English. They were then instructed to study both the English description and its Indonesian translation generated by ChatGPT, compile a vocabulary list, and write a new essay or paragraph based on their comprehension. The test was administered via Google Forms using desktop computers in the laboratory, on Friday, May 23, 2025, at 1:30 PM WITA. Participants were notified one week prior. The results are presented in two scores, ChatGPT score and English score, the following table 1, table 2, and table 3.

Table 1. Students' Test Results (Physiotherapy and Agribusiness Study Programs)

Student	Grade of ChatGPT (Physiotherapy)	Grade of English (Physiotherapy)	Grade of ChatGPT (Agribusiness)	Grade of English (Agribusiness)
1	96	80	80	85
2	86	80	98	85
3	60	76	80	85
4	60	88	80	85
5	78	56	80	85
6	76	80	80	91
7	76	82	80	80
Average	76	77.43	82.57	85.14

The mean test score obtained by the Physiotherapy students was 76 for ChatGPT, and 77.43 for English, with a median of 76, a minimum score of 60, and a maximum score of 96 for ChatGPT, and a median of 77.43, a minimum score of 56, and a maximum score of 88 for English. In comparison, the Agribusiness students achieved an average score of 82.57 for ChatGPT, and 85.14 for English, with a median of 80, a minimum score of 80, and a maximum score of 98 for ChatGPT, and a median of 85, a minimum score of 80, and a maximum score of 91 for English. The

most frequently occurring score among the Agribusiness students was 80 and 85, respectively, obtained by 2 out of 7 participants. The distribution of scores is given in figure 1.

Table 2. The Results of Central Tendency and Data Distribution of Students' Test Results (Physiotherapy Study Program)

STUDENT	ChatGPT score	English score
1	96	80
2	86	80
3	60	76
4	60	88
5	78	56
6	76	80
7	76	82
Mean	76	77.43
Median	76	80
Modus	60 and 76	80
Standard Deviation	12,05	9,36
Variance	145.14	87.67

Table 3. The Results of Central Tendency and Data Distribution of Students' Test Results (Agribusiness Study Program)

STUDENT	ChatGPT score	English score
1	80	85
2	98	85
3	80	85
4	80	85
5	80	85
6	80	91
7	80	80
Mean	82.57	85.14
Median	80	85
Modus	80	85
Standard	6,30	2,95
Variance	39.67	8.69

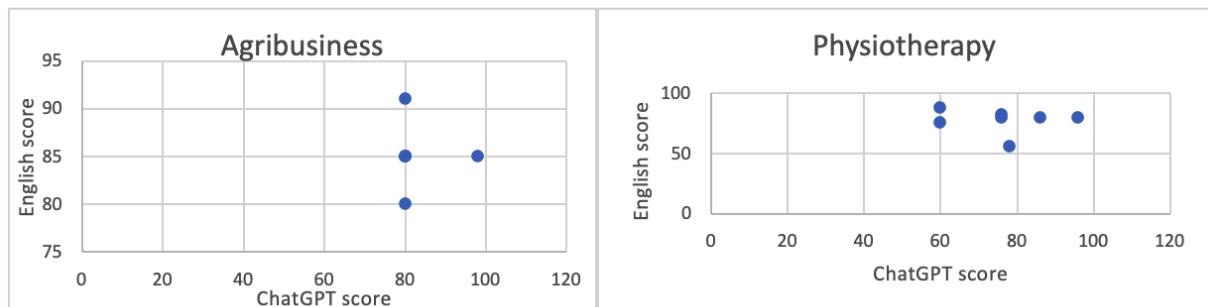


Figure 1. The Graph of Students' Test Score Data Distribution

Statistical comparisons indicated students mostly can use ChatGPT and quite familiar with the generative AI, and there was an improvement in English proficiency, compared to our previous research, in which the average pre-test scores were 63.95 for Physiotherapy students and 73.89 for Agribusiness students, with a combined average of 68.92. In this research, Agribusiness students also achieved higher mean scores, and displayed a more homogeneous distribution of scores, compared to Physiotherapy students. Accordingly, the correlation analysis was conducted between the test scores of Physiotherapy and Agribusiness students to examine the relationship between the two groups. The results of the correlation analysis indicated a very low correlation between ChatGPT use and English learning, with correlation coefficient 0.019 for Agribusiness, and 0.141 for Physiotherapy, as presented in table 4.

Table 4. Assessment using Correlational analysis

AGRIBUSINESS	ChatGPT score	English score
ChatGPT score	1	
English score	-0,019779694	1

PHYSIOTHERAPY	ChatGPT score	English score
ChatGPT score	1	
English score	-0,141836515	1

Evaluation

Overall, the English test was successfully administered, although improvements remain necessary to optimize the outcomes. Internet connectivity was stable during the test, and the allocated time was sufficient.

DISCUSSION

The findings of this study indicate that the use of ChatGPT had a very weak relationship with English language learning performance among both Agribusiness and Physiotherapy students. The correlation coefficient was approximately -0.020 for the Agribusiness students and -0.142 for the Physiotherapy students. These coefficients indicate that there was virtually no linear relationship between the students' ChatGPT scores and their English scores within the sample. Therefore, although the students were generally able to use ChatGPT and demonstrated relatively satisfactory English test performance, higher ChatGPT scores were not associated with higher English scores. This finding is important because it suggests that access to or ability to use a generative artificial intelligence tool does not automatically result in improved English language competence.

Relationship Between ChatGPT Use and English Learning

The absence of a meaningful correlation can be interpreted from the perspective that ChatGPT functions primarily as a learning-support tool rather than as a direct determinant of language proficiency. ChatGPT can provide explanations, translations, vocabulary suggestions, examples, and interactive responses, but the extent to which these functions contribute to learning depends on how students engage with the technology. Sujannah et al. (2025) similarly emphasized that ChatGPT can support independent English learning, although its effectiveness depends substantially on learner characteristics. Thus, the present finding does not necessarily imply that ChatGPT is ineffective for English learning. Rather, it suggests that the mere use of ChatGPT, as measured in this study, is insufficient to explain differences in English performance.

This distinction is particularly relevant because the present study measured students' use of ChatGPT through a specific task rather than measuring long-term exposure to ChatGPT, frequency of use, quality of prompts, interaction duration, or the extent to which students critically processed ChatGPT-generated responses. Consequently, a student who obtains a relatively high ChatGPT score may not necessarily demonstrate stronger English learning outcomes if the student relies heavily on generated answers without sufficiently processing, practicing, or applying the language independently. Conversely, a student with a relatively lower ChatGPT score may still possess adequate English competence because of prior learning experiences, vocabulary knowledge, reading ability, or other learning strategies.

The finding is consistent with the broader understanding of artificial intelligence-assisted language learning that technological availability alone does not guarantee learning gains. Rusmiyanto et al. (2023) reported that artificial intelligence can support the development of English communication skills through functions such as chatbots, voice recognition, and interactive learning applications. However, the educational benefit of such technologies depends on their integration into the learning process. Similarly, Mongan et al. (2025) explained that AI-based learning can contribute to motivation, effectiveness, and confidence in foreign-language learning, particularly because AI can provide personalized and interactive learning experiences. These benefits, however, should not be interpreted as evidence that AI usage automatically produces higher achievement in every learning context.

The current study therefore provides a more cautious interpretation. ChatGPT may create favorable conditions for learning English, but favorable conditions do not necessarily translate directly into measurable improvements in test scores. English proficiency is a multidimensional construct involving vocabulary, grammar, reading comprehension, writing ability, interpretation, and the ability to use language appropriately in context. A single ChatGPT-assisted task may not be sufficient to capture changes across these dimensions.

ChatGPT as a Supportive Rather Than Deterministic Learning Tool

One explanation for the weak correlation is that ChatGPT may function as an intermediary between students and learning materials. When students use ChatGPT to translate a text, obtain explanations, identify vocabulary, or formulate an English paragraph, the system reduces some of the linguistic difficulties encountered during the task. This may make the learning process more accessible, but it can also make it difficult to determine whether the final performance reflects the students' own English abilities or the assistance provided by the AI system.

Liu et al. (2025) demonstrated that ChatGPT can facilitate vocabulary learning by supporting learners in understanding the meanings, functions, and usage of frequently occurring words. This finding supports the potential role of ChatGPT as a language-learning assistant. Nevertheless, vocabulary assistance does not necessarily mean that students will immediately demonstrate higher overall English proficiency. Students still need to process the information, remember vocabulary, understand grammatical patterns, and apply the knowledge independently. Therefore, the learning process should move beyond obtaining an answer from ChatGPT toward actively evaluating, revising, and applying the information generated by the system.

The findings of the present study also correspond with Van Horn's (2024) observation that university students generally perceive ChatGPT positively and recognize its potential for language development and learner autonomy. However, positive perceptions and frequent use should not be equated with actual learning gains. Students may perceive ChatGPT as useful because it provides immediate responses and reduces the difficulty of accessing information,

while the measurable development of English proficiency may require repeated practice and sustained engagement over a longer period.

This issue is particularly important in higher education. If students primarily use ChatGPT as an answer-generating tool, the technology may reduce the cognitive effort required to complete an assignment. In contrast, if students use ChatGPT as a dialogic learning partner, they may receive explanations, compare alternatives, ask follow-up questions, identify errors, and practice producing language. The second form of use is more likely to support learning because students remain actively involved in constructing knowledge.

Moon et al. (2025) similarly highlighted both the opportunities and challenges of integrating ChatGPT into multilingual higher education classrooms. The technology can support language instructors and learners, but effective implementation requires appropriate pedagogical strategies. Therefore, the weak correlation found in the present study should encourage educators to focus not merely on whether students use ChatGPT, but on how ChatGPT is used, for what purpose it is used, and what learning activities follow its use.

Differences Between Agribusiness and Physiotherapy Students

Although both groups demonstrated very weak correlations, the descriptive results reveal notable differences between the Agribusiness and Physiotherapy students. The Agribusiness group obtained an average ChatGPT score of 82.57 and an average English score of 85.14, whereas the Physiotherapy group obtained average scores of 76.00 for ChatGPT and 77.43 for English. Thus, the Agribusiness group demonstrated higher average performance in both variables.

The distribution of scores also differed considerably between the two groups. The Agribusiness students had a ChatGPT standard deviation of 6.30 and an English standard deviation of only 2.95. In comparison, the Physiotherapy students had standard deviations of 12.05 for ChatGPT and 9.36 for English. This indicates that the Agribusiness students' scores were considerably more homogeneous, particularly in English. Most Agribusiness students obtained English scores around 85, whereas the Physiotherapy students showed a much wider range, from 56 to 88.

The more homogeneous performance of the Agribusiness group may partially explain why the correlation between the two variables was extremely weak. When scores on one or both variables show limited variation, it becomes more difficult for correlation analysis to identify a meaningful linear association. In the Agribusiness group, most students received a ChatGPT score of 80 and an English score of 85. Such clustering substantially limits the variability required to demonstrate a statistical relationship.

The same consideration applies to the Physiotherapy group, although the variability was greater. The Physiotherapy students had a wider range of ChatGPT and English scores, but the relationship between the two variables remained weak. This suggests that the variability in English performance was likely influenced by factors other than ChatGPT use. These factors may include prior English proficiency, individual learning strategies, vocabulary knowledge, familiarity with translation tasks, motivation, academic background, and differences in how students interacted with ChatGPT.

It is therefore inappropriate to conclude that the Agribusiness students performed better in English solely because they used ChatGPT more effectively. The descriptive data show an association in terms of average performance, but the correlation results do not demonstrate that ChatGPT use caused the higher English scores. The study design is correlational, and the sample is very small. Consequently, causal interpretations should be avoided.

The Role of Learner Autonomy

Another important factor in interpreting the findings is learner autonomy. ChatGPT has the potential to encourage students to take greater responsibility for their learning because it allows them to ask questions, request explanations, obtain examples, and receive immediate responses. Sujannah et al. (2025) found that ChatGPT use is associated with the development of learning autonomy, particularly in English for Specific Purposes (ESP) contexts. However, autonomy does not emerge automatically from access to AI. Students must actively regulate their learning, evaluate information, identify their weaknesses, and use technological resources strategically.

In the present study, students were instructed to use ChatGPT to obtain information and translations, compile vocabulary, and produce a new paragraph based on their comprehension. This sequence already contains elements of autonomous learning because students were required to interact with an AI tool and subsequently produce their own output. Nevertheless, the correlation results suggest that the amount or quality of ChatGPT performance captured during the task did not directly correspond to English performance.

One possible explanation is that the students' interaction with ChatGPT was task-specific rather than sustained. Learner autonomy generally develops through continuous cycles of planning, performing, monitoring, evaluating, and revising learning activities. A single test session may not provide sufficient time for these processes to influence measurable language proficiency. Consequently, future research should examine ChatGPT-assisted learning over a longer period and include repeated measurements of students' language development.

Implications for English Language Learning in Agribusiness and Physiotherapy

The findings have important implications for English learning in discipline-specific university programs. Agribusiness and Physiotherapy students require English for different professional purposes. Agribusiness students may need English to access information related to agricultural technology, international markets, business communication, product marketing, and global trade. Physiotherapy students, meanwhile, may require English to access medical literature, understand international terminology, communicate professional information, and follow developments in health and rehabilitation.

For both groups, ChatGPT can potentially serve as an accessible supplementary resource. Students can use it to clarify technical vocabulary, simplify difficult texts, generate examples, practice translation, and obtain feedback on writing. However, these functions should be integrated with discipline-specific learning objectives. For example, Agribusiness students could be instructed to use ChatGPT to analyze English-language articles concerning agricultural marketing and then independently summarize the information. Physiotherapy students could use ChatGPT to explain English medical terminology and subsequently demonstrate their understanding through independent translation or written responses.

Such an approach would shift ChatGPT from being merely an answer-producing application to being a scaffolding tool. The objective would not be to allow students to outsource the learning process to AI, but to use AI to facilitate activities that require students to think, evaluate, and produce language independently.

Sumartini and Suardana (2024) similarly found that AI-based dictionaries can support English learning because they are accessible, efficient, and useful for developing multiple language skills. Their findings reinforce the idea that AI-based tools can complement conventional language learning. However, the effectiveness of these tools depends on how students incorporate them into their learning activities.

Efficiency Versus Learning Depth

One of the major advantages of ChatGPT is its ability to provide information quickly. Unlike conventional search engines, which may require students to examine multiple websites and determine which information is relevant, ChatGPT can provide a conversational response and summarize information. This characteristic may make the learning process more efficient.

Nevertheless, increased efficiency does not necessarily mean increased learning depth. When information is delivered in a highly summarized form, students may spend less time searching, comparing, interpreting, and evaluating information. These activities are important components of higher-order learning. Therefore, educators should balance the efficiency offered by ChatGPT with activities that require students to demonstrate independent comprehension.

In the present study, students were asked not only to obtain translations but also to study the English and Indonesian versions, compile vocabulary, and write a new paragraph. This design is appropriate because it requires students to move from receiving information toward producing language. However, the results indicate that this short-term process was not sufficient to produce a measurable relationship between ChatGPT performance and English performance.

This finding supports the need to distinguish between technology-assisted task completion and actual learning. A student may successfully use ChatGPT to complete an English-related task without experiencing a corresponding increase in underlying language proficiency. Therefore, future classroom implementation should include independent post-task assessments in which students are not permitted to use ChatGPT. Such assessments would provide a clearer indication of whether students have actually internalized the language knowledge obtained through AI assistance.

Interpretation in Relation to Previous Research

The findings of this study both support and qualify previous research on AI-assisted language learning. Rusmiyanto et al. (2023) reported that AI can contribute to the development of communication skills, while Mongan et al. (2025) emphasized the potential of AI to provide adaptive and personalized language learning experiences. Liu et al. (2025) also demonstrated the usefulness of ChatGPT for vocabulary learning. These studies collectively establish that AI has considerable pedagogical potential.

However, the present study indicates that potential usefulness should not be interpreted as a direct statistical relationship with achievement. The very weak correlations found in both student groups suggest that the educational value of ChatGPT is mediated by other factors. These may include students' existing English proficiency, motivation, learning autonomy, prompt quality, frequency of interaction, ability to evaluate AI-generated information, and the instructional design surrounding AI use.

This interpretation is also compatible with Van Horn (2024), who found positive perceptions of ChatGPT among university EFL students, and with Moon et al. (2025), who emphasized the challenges associated with responsible AI integration in multilingual higher education. In other words, students may recognize ChatGPT as useful while still failing to demonstrate a direct relationship between ChatGPT use and language achievement in a particular assessment.

Pardiyono (2016) previously emphasized the importance of English proficiency for accessing information and knowledge through online sources. The present study extends this discussion into the context of generative AI. Today, students can access translated and summarized information more easily than before. However, easier access to information does not eliminate the need for English competence. Instead, English proficiency remains important

because students must be able to verify, interpret, evaluate, and use information appropriately, particularly when dealing with academic and professional materials.

Statistical and Methodological Considerations

The correlation results should also be interpreted cautiously because of the very small sample size. Each group consisted of only seven students. With such a limited number of observations, correlation coefficients can be highly sensitive to individual scores. A single unusually high or low score can substantially influence the coefficient. Therefore, the weak correlations observed in this study should not be generalized to all Agribusiness or Physiotherapy students.

Furthermore, the present study used a cross-sectional correlational approach. This design is appropriate for identifying whether two variables move together, but it cannot establish causality. The results cannot demonstrate that ChatGPT improves, reduces, or has no effect on English proficiency in a broader population. The findings only indicate that, within the participants and assessment conditions examined, ChatGPT scores were not meaningfully linearly associated with English scores.

The measurement of "ChatGPT use" is another methodological consideration. A numerical ChatGPT score based on task performance may not fully represent actual AI usage. Future studies could measure several dimensions of ChatGPT use, including frequency of use, duration of interaction, number and quality of prompts, type of task, degree of reliance on generated responses, and students' ability to evaluate AI-generated information. A multidimensional measurement approach would provide a more accurate understanding of how students use generative AI.

The English variable should also ideally be measured using a validated language assessment covering multiple skills. The present task primarily involved translation, vocabulary development, comprehension, and paragraph production. Although these activities are relevant to English learning, they do not represent all aspects of English proficiency. Future research could include standardized or validated tests of reading, writing, vocabulary, grammar, listening, and speaking.

Pedagogical Implications

The results suggest several practical implications for lecturers. First, ChatGPT should be positioned as a complementary learning resource rather than a substitute for English instruction. Lecturers can allow students to use ChatGPT during selected learning activities while maintaining independent assessments to evaluate actual learning outcomes.

Second, students should be taught how to formulate effective prompts. The quality of interaction with ChatGPT is likely to influence the usefulness of the generated response. Students can be trained to ask ChatGPT to explain vocabulary in context, provide grammatical explanations, compare alternative translations, identify errors, generate practice questions, and provide feedback rather than simply requesting final answers.

Third, lecturers should incorporate verification activities. Students can be required to compare ChatGPT-generated information with textbooks, academic articles, dictionaries, or other credible sources. This is particularly important in Agribusiness and Physiotherapy because students may encounter specialized terminology and information that requires professional accuracy.

Fourth, students should be encouraged to transform AI-generated information into independent output. For example, after using ChatGPT to understand a text, students can be asked to close the application and write a summary, explain the material orally, or answer

comprehension questions without AI assistance. Such activities can help distinguish between assistance and actual learning.

Finally, lecturers should assess not only the final product but also the learning process. Students could be asked to submit their original prompts, ChatGPT responses, revisions, and final work. This approach would allow lecturers to evaluate whether students are using AI as a learning partner or merely as a mechanism for generating answers.

CONCLUSION

The study examining the relationship between the use of ChatGPT and English language learning was successfully conducted. The correlation was very weak for both groups, it indicated that ChatGPT use did not meaningfully correlate English performance. The findings of this study may be utilized to enhance classroom learning processes and can be further developed in subsequent research. Future studies suggest advance research to improve usage measurement, increase sample size, and use pre/post-test design.

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