

A SURVEY ON CHATGPT USAGE PATTERNS AS A TOOL FOR READING COMPREHENSION OF ENGLISH STUDY PROGRAM STUDENTS FKIP UNRI

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ABSTRACT

The rapid development of artificial intelligence has introduced new digital tools that support learning activities, including in the field of language education. One of the most widely used AI tools is ChatGPT, which provides interactive assistance for various academic tasks. This study aims to investigate the usage patterns of ChatGPT as a tool to support reading comprehension among students of the English Study Program at the Faculty of Teacher Training and Education, Universitas Riau. The research employed a quantitative survey design to explore how students utilize ChatGPT in their reading activities. Data were collected through a questionnaire distributed to students to identify the frequency of use, purposes of use, and students' perceptions regarding the effectiveness of ChatGPT in assisting reading comprehension. The findings indicate that many students frequently use ChatGPT to help them understand unfamiliar vocabulary, summarize texts, identify main ideas, and clarify complex sentences in English reading materials. In addition, students reported that ChatGPT helps them process information more efficiently and improves their overall understanding of academic texts. The results also reveal that students perceive ChatGPT as a practical and accessible learning support tool that enhances independent learning. However, the study also highlights the importance of using AI tools responsibly to avoid overreliance on technology in the learning process. Overall, this study suggests that ChatGPT can serve as a supportive digital resource for improving students' reading comprehension skills in higher education contexts.

Keywords: chatgpt, reading comprehension, artificial intelligence, english learning, higher education

ABSTRAK

Perkembangan cepat kecerdasan buatan telah memperkenalkan alat digital baru yang mendukung kegiatan belajar, termasuk di bidang pendidikan bahasa. Salah satu alat AI yang paling banyak digunakan adalah ChatGPT, yang menyediakan bantuan interaktif untuk berbagai tugas akademik. Penelitian ini bertujuan untuk menyelidiki pola penggunaan ChatGPT sebagai alat untuk mendukung pemahaman

membaca di kalangan mahasiswa Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Riau. Penelitian ini menggunakan desain survei kuantitatif untuk mengeksplorasi bagaimana mahasiswa memanfaatkan ChatGPT dalam kegiatan membaca mereka. Data dikumpulkan melalui kuesioner yang dibagikan kepada mahasiswa untuk mengidentifikasi frekuensi penggunaan, tujuan penggunaan, dan persepsi mahasiswa mengenai efektivitas ChatGPT dalam membantu pemahaman membaca. Temuan menunjukkan bahwa banyak siswa sering menggunakan ChatGPT untuk membantu mereka memahami kosakata yang tidak dikenal, meringkas teks, mengidentifikasi ide utama, dan memperjelas kalimat yang kompleks dalam bahan bacaan berbahasa Inggris. Selain itu, siswa melaporkan bahwa ChatGPT membantu mereka memproses informasi lebih efisien dan meningkatkan pemahaman mereka secara keseluruhan terhadap teks akademik. Hasil juga mengungkapkan bahwa siswa melihat ChatGPT sebagai alat pendukung pembelajaran yang praktis dan mudah diakses yang meningkatkan pembelajaran mandiri. Namun, studi ini juga menyoroti pentingnya menggunakan alat AI secara bertanggung jawab untuk menghindari ketergantungan berlebihan pada teknologi dalam proses pembelajaran. Secara keseluruhan, studi ini menunjukkan bahwa ChatGPT dapat berfungsi sebagai sumber digital pendukung untuk meningkatkan keterampilan pemahaman membaca siswa dalam konteks pendidikan tinggi.

Kata kunci: chatgpt, pemahaman membaca, kecerdasan buatan, pembelajaran bahasa inggris, perguruan tinggi

A. Introduction

Technological advancements have significantly influenced teaching and learning activities, particularly with the increasing use of digital devices and internet-based tools in education. One of the emerging technologies is chatbot systems powered by Artificial Intelligence (AI) and Natural Language Processing (NLP) (Mukhamediev et al., 2022). These technologies enable computers to simulate human conversation and provide information, explanations, or

assistance to users. One of the most widely used AI chatbots today is ChatGPT, which is capable of generating human-like responses and supporting various learning activities (Ravšelj et al., 2025).

In the context of English language learning, reading comprehension is an essential skill that allows students to understand and interpret written texts. However, many students experience difficulties when reading academic materials due to limited vocabulary, complex sentence structures, and

unfamiliar topics. These challenges often prevent students from fully understanding the content of the texts they read.

ChatGPT offers several features that may help students overcome these challenges. It can explain difficult vocabulary, summarize long passages, answer comprehension questions, and provide additional explanations for complex ideas (Tamdjidi, 2023 as in Çelik et al., 2024). Through these capabilities, ChatGPT can function as a supportive learning tool that helps students better understand reading materials and encourages more independent learning (Shoufan, 2023).

Although previous studies have explored the use of AI in education, limited research has specifically examined how students use ChatGPT to support their reading comprehension. Therefore, this study investigates the usage patterns, perceptions, and satisfaction of second-year English Education students at Universitas Riau in using ChatGPT as a tool to assist their reading comprehension. The findings are expected to contribute to the integration of AI technologies in

English language learning and provide insights for both educators and students.

B. Research Methodology

This study employed a descriptive quantitative design using a survey method. The survey approach allows researchers to collect data from participants to describe their attitudes, opinions, and behaviors. In this research, the survey was used to identify patterns of ChatGPT usage and students' perceptions of its role in supporting reading comprehension. The research was conducted in the English Study Program at Riau University, Pekanbaru, Riau.

Data collection was planned for the period from October to December 2025. As for the population consisted of second-year students of the English Education Study Program at Riau University in the 2023/2024 academic year. The total population included 77 students divided into two classes: Class A (39 students) and Class B (38 students).

Table 2.1 Population of the Research

Class	Population
A	39
B	38
Total	77

The sampling technique used in this research was purposive sampling. All students who were familiar with and had experience using ChatGPT for reading activities were included as research participants.

Data were collected using a questionnaire distributed through Google Forms. The questionnaire consisted of structured questions designed to measure students' usage patterns and perceptions of ChatGPT in assisting reading comprehension. The questionnaire link was shared with students via WhatsApp to facilitate participation.

Table 2.2 Instruments' Blueprint

Aspect	Indicator	Item
Frequency of Use	Frequency of using ChatGPT	1-5
Usage Motivation	Cognitive, affective, social, and escapism needs	6-9
Perceived Usefulness (PU) and Perceived Ease of Use (PEOU)	Perceived usefulness of ChatGPT and Perceived ease of using ChatGPT	10-15
Reading Comprehension Aspects	Main idea, detail, vocabulary,	16-20

reference,
inference

C. Findings and Discussion

The participants were second-year students of the English Study Program at FKIP Universitas Riau in the 2023–2024 academic year. This group was selected because they are in the early stage of their university study and actively adapting to digital learning technologies such as ChatGPT. Reading comprehension is a fundamental English skill, therefore the population represents students who frequently interact with academic English texts and digital learning tools.

The questionnaire consisted of 20 items measuring ChatGPT usage patterns and reading comprehension. The results show a mean score of 3.53 with a standard deviation of 0.121, indicating generally positive responses. The minimum score was 3.32 and the maximum score was 3.74. These results indicate that students perceive ChatGPT as beneficial in supporting their reading comprehension activities.

Table 3.1 Descriptive Statistics of ChatGPT Usage Patterns and Reading Comprehension

	N	Mini mum	Maxi mum	Me an	Std. Devi ation
Chatgpt Usage Patterns & Reading Comprehension	20	3.32	3.74	3.53	.121
Valid N (listwise)	20				

3.1 ChatGPT Usage Patterns

Usage patterns were measured through four aspects: frequency of use, motivation, perceived usefulness, and perceived ease of use.

Table 3.2 Interpretation Categories for ChatGPT Frequency of Use

Item	Mean
1. I use ChatGPT to help understand English texts.	3.38
2. I use ChatGPT whenever I encounter difficult English texts.	3.43
3. I use ChatGPT to clarify difficult parts in a text.	3.62
4. I use ChatGPT more often than other tools in reading comprehension.	3.68
5. I rely on ChatGPT consistently to support my reading activities.	3.60

Overall results indicate that students frequently use ChatGPT to help understand difficult English texts, clarify information, and summarize reading materials. The highest mean score 3.68 shows that students often prefer ChatGPT compared with other

digital tools such as translation or grammar applications. This suggests that ChatGPT has become a regular learning assistant in students' reading activities.

Table 3.3 Interpretation Categories for ChatGPT Motivation of Use

Item	Mean
6. ChatGPT helps me gain deeper understanding	3.43
7. ChatGPT helps me feel more confident	3.43
8. I use ChatGPT to share ideas with others	3.43
9. ChatGPT helps me understand texts quickly	3.60

The table results indicate that students' motivation to use ChatGPT is influenced by several psychological factors based on Uses and Gratifications Theory (Katz, et al 1973). First, cognitive motivation shows that students use ChatGPT to gain deeper understanding of English texts and vocabulary. Second, affective motivation indicates that ChatGPT creates a more enjoyable and less stressful learning experience. Third, social motivation suggests that the tool helps students prepare ideas for discussions or collaborative learning. Finally, escapism motivation reflects those students sometimes use ChatGPT to reduce frustration when facing difficult reading tasks.

Table 3.4 Interpretation Categories for Perceived Usefulness and Ease of Use of ChatGPT

Item	Mean
10. ChatGPT improves my effectiveness in reading comprehension.	3.49
11. ChatGPT helps me get important information easily.	3.53
12. ChatGPT helps me understand English content faster.	3.53
13. Interacting with ChatGPT is simple and not confusing.	3.58
14. ChatGPT is easy to use for reading tasks.	3.62
15. I do not need much effort to use ChatGPT.	3.32

This table shows that students generally believe that ChatGPT is useful and easy to use. The results indicate that the tool helps them identify key information, understand vocabulary, and process reading materials faster. Most respondents agree that interacting with ChatGPT is simple and does not require much effort. However, a few students reported minor difficulties such as internet connectivity or formulating clear prompts. Overall, the findings support the Technology Acceptance Model (Davis, 1989), which explains that perceived usefulness and ease of use influence technology adoption.

3.2 Reading Comprehension

The analysis of reading comprehension focuses on five indicators: identifying main ideas, finding specific information, understanding vocabulary, making inferences, and identifying references (Nuttal, 2000).

Table 3.5 Interpretation Categories for Reading Comprehension

Item	Mean
16. ChatGPT helps identify the main idea.	3.40
17. ChatGPT helps find specific information.	3.57
18. ChatGPT helps understand unfamiliar words.	3.74
19. ChatGPT helps make inferences from texts.	3.71
20. ChatGPT helps identify noun references.	3.69

The highest mean score (3.74) appears in vocabulary understanding, indicating that ChatGPT strongly assists students in interpreting unfamiliar words. High scores are also observed in inference making and reference identification, suggesting that ChatGPT helps students interpret implicit meaning and textual relationships.

Overall, the mean score of 3.53, which shows in table 3.1, indicates a positive perception of ChatGPT's role in reading comprehension. The highest agreement score is proving that ChatGPT effectively helps in

understanding vocabulary and making inferences. This result shows that students usually reveal a high degree of reading comprehension ability, although there are significant differences between their own performance levels. The result indicates that students generally perceive ChatGPT as an effective tool to support reading comprehension. ChatGPT helps simplify complex texts, improve understanding of vocabulary, and assist students in analyzing English reading materials.

3.3 Discussion

AI tools like ChatGPT increase learner autonomy, confidence, and engagement. In addition, the tool supports different levels of reading comprehension including literal, inferential, and critical understanding. By providing explanations, summaries, and contextual examples, ChatGPT acts as a facilitator that helps students interact more actively with English texts.

The findings align with the Technology Acceptance Model (Davis, 1989) and Uses and Gratifications Theory (Katz, et al. 1973). Students tend to use ChatGPT because it fulfills cognitive needs, supports learning efficiency, social

learning facilitator, and provides positive emotional experiences during reading activities.

These results correlate with earlier research by Belabcir (2024), which discovered that internal motivation—such as enjoyment and curiosity—is essential to continual ChatGPT use for EFL reading activities. Additionally, Kim (2024) claimed that students' decisions to engage with AI technologies is significantly impacted by their opinion of its utility, which indicates that motivation is not only affective but also cognitive and goal-oriented.

Furthermore, these results are supported by recent studies by Al-Otaibi & Al-Homidhi (2025), who found that regular usage of ChatGPT increases student independence and reading activity participation. Meanwhile, Belabcir (2024) highlighted that EFL students often depend on ChatGPT for immediate text explanation, increasing confidence and accuracy.

On the Perceived Usefulness aspect, these results align with the Technology Acceptance Model (Davis, 1989), which claimed that users' choices about whether to start using and continue with a technology

are strongly influenced by their perception of its usefulness. In this context, the majority of students think ChatGPT improves comprehension effectiveness, simplifies reading, and facilitates information finding.

According to Oranga et al. (2023) and Rasul et al. (2023), students are more likely to implement technology into their daily study routines if they believe it to be useful. These findings correlate with Kim's (2024) findings that user-friendly tools such as ChatGPT improve engagement by minimizing technical issues. This means that ChatGPT validates the TAM theory in this context by supporting low-effort, high-engagement learning through its user-friendly systems and quick feedback.

For the Reading Comprehension aspects, the findings show that students' reading comprehension level is high, which correlate with Nuttal's (2000) five-component model of comprehension: identifying main ideas, finding specific information, understanding vocabulary, making inferences, and identifying references. The high mean percentages in these areas indicate that ChatGPT effectively enhances comprehension across all dimensions.

Gilakjani and Sabouri (2016) also claimed that word comprehension is essential to meaning construction and ChatGPT successfully fulfils this cognitive need.

In addition, De-la-Peña & Luque-Rojas (2021) and Crawford et al. (2005) classify comprehension into literal, inferential, and critical levels. The results of this study suggest that ChatGPT significantly supports both literal and inferential comprehension.

D. Conclusion

This study aimed to describe the usage patterns of ChatGPT among students and its role in supporting English reading comprehension. The results indicate that the level of ChatGPT usage among students is categorized as high, reaching about 70%. Students generally perceive ChatGPT as useful and easy to use in assisting reading comprehension activities. The tool is frequently used to identify main ideas, understand vocabulary, find detailed information, recognize references, and make inferences in English texts. Overall, ChatGPT functions as a supportive learning tool that helps students process and understand academic reading materials more effectively.

However, the study mainly focuses on students' perceptions and usage patterns rather than directly measuring improvement in reading ability.

Recommendation

Teachers are encouraged to integrate ChatGPT into reading instruction as a supportive learning tool. It can be used to assist vocabulary development, text summarization, and comprehension exercises. Teachers should also provide clear guidance so that students use ChatGPT responsibly as a learning aid instead of relying on it only to generate answers. In addition, ChatGPT can be used to support collaborative learning activities where students discuss and evaluate AI-generated explanations to strengthen analytical skills.

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