

**NAVIGATING LEARNING AND INTEGRITY: STUDENT'S EXPERIENCES WITH
CHATGPT IN ENGLISH LANGUAGE LEARNING
(A STUDY OF EIGHTH-SEMESTER STUDENTS AT THE ISLAMIC UNIVERSITY
OF FATMAWATI SUKARNO, BENGKULU)**

Meta Natasya Putri¹, Nadrah², Reko Serasi³

¹²³English Tadris Study Program, Faculty of Tarbiyah and Tadris, Fatmawati
Sukarno Bengkulu State Islamic University

metarita91@gmail.com, Nadrah.Nadrah@canberra.edu.au,
reko58serasi@gmail.com

ABSTRACT

Using the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) framework, this descriptive qualitative study explores how final-semester students use ChatGPT in English learning, the ethical challenges they face, and how they balance the tool's convenience with academic honesty during thesis writing. Purposive sampling was used to select sixteen eighth-semester students from the English Education Study Program at UINFAS Bengkulu. Data were gathered through semi-structured interviews, direct observations, documentations, and then analysed using thematic analysis. The study reveals three main points: first, driven by practical benefits, ease of use, and daily habits, ChatGPT serves as an instant language assistant for brainstorming and checking grammar, despite financial costs for premium features; second, students experience serious worries, including anxiety about plagiarism detection, the risk of becoming mentally lazy, and distrust toward ChatGPT's incorrect responses, making formal disclaimers about its use secondary to verifying the actual research sources; third, to solve these problems, students take active control by double checking ChatGPT's answers through Google Scholar and rewriting texts using manual editing and paraphrasing tools to keep their original writing style. This study concludes that eighth-semester students do not blindly accept ChatGPT's outputs but use it wisely as a starting framework, keeping human intelligence as the main driver in writing.

Keywords: Academic Integrity, ChatGPT, English Language Learning, Ethical Adaptation, and UTAUT2.

ABSTRAK

Menggunakan kerangka teori Unified Theory of Acceptance and Use of Technology 2, penelitian kualitatif deskriptif ini mempelajari bagaimana mahasiswa semester akhir menggunakan ChatGPT dalam belajar bahasa Inggris, tantangan etis yang mereka hadapi, serta cara mereka menyeimbangkan kemudahan teknologi ini dengan kejujuran akademik saat menulis skripsi. Purposive sampling digunakan untuk memilih enam belas mahasiswa semester delapan Program Studi Tadris Bahasa Inggris UIN Fatmawati Sukarno Bengkulu yang aktif menggunakan ChatGPT. Data dikumpulkan melalui wawancara mendalam, observasi langsung, dan dokumentasi, yang kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan tiga hal utama: pertama, didorong oleh manfaat nyata, kemudahan, dan kebiasaan, ChatGPT berfungsi sebagai asisten bahasa instan untuk mencari ide dan memeriksa tata bahasa, meskipun biaya fitur premium masih menjadi kendala; kedua, mahasiswa mengalami kekhawatiran serius seperti cemas terhadap deteksi plagiarisme, risiko menjadi malas berpikir, dan ketidakpercayaan pada jawaban ChatGPT yang salah, sehingga pencantuman pernyataan tertulis penggunaan ChatGPT dianggap kurang penting; ketiga, untuk mengatasi masalah tersebut, mahasiswa memeriksa ulang jawaban ChatGPT lewat Google Scholar dan mengubah teks melalui pengeditan manual serta alat parafrase demi mempertahankan gaya tulisan sendiri. Penelitian ini menyimpulkan bahwa mahasiswa semester delapan tidak menerima mentah-mentah hasil dari ChatGPT, melainkan menggunakannya secara bijak agar kecerdasan manusia tetap menjadi penggerak utama dalam menulis.

Kata Kunci: *Integritas Akademik, ChatGPT, Pembelajaran Bahasa Inggris, Strategi Adaptasi dan UTAUT2.*

A. Introduction

The global integration of artificial intelligence (AI) and the Internet of Things (IoT) has significantly streamlined professional workflows and driven the educational transformation toward Education 5.0, fundamentally altering human behavior and disrupting diverse industries (Adel, 2024; Ghosh et al., 2017; Challoumis, 2024). Operating through advanced methodologies like Fuzzy Logic, Evolutionary Computing, and Machine Learning to simulate human decision-making (Farwati et al., 2023), AI is widely deployed across multiple sectors to enhance productivity and quality of life; however, its vast potential is accompanied by complex challenges regarding workplace automation and data privacy (Susar & Aquaro, 2019).

AI has become increasingly vital in education by enabling dynamic, independent student engagement beyond traditional classrooms (Pedro et al., 2019), leading institutions to adopt various applications including sophisticated generative language models to enhance learning outcomes (Hermawan et al., 2024). Prominent among these is the Generative Pre-

trained Transformer (GPT), which utilizes Natural Language Processing (NLP) to analyze semantic structures and generate coherent, human-like responses (Yenduri et al., 2024), with OpenAI's ChatGPT emerging as a highly accessible and popular tool for academic assistance (Setiawan et al., 2023). ChatGPT serves as a versatile academic writing tool that assists researchers in topic identification, draft creation, and semantic editing (Aswar, 2024), while significantly streamlining data collection to accelerate scholarly output (Borger et al., 2023). Furthermore, it optimizes the time-intensive literature review process (Aswar, 2024) by enabling efficient scanning of global literature, overcoming language barriers, identifying formatting errors, and enhancing overall research productivity (Biswas et al., 2023).

In Indonesian higher education, ChatGPT clearly dominates over other AI tools (Maspul, 2025), as evidenced by 69.7% of surveyed university students using it (Trisianto et al., 2024) alongside a reported 93% urgency score for its implementation to foster 21st-century skills (Wahid & Hikamudin, 2023; Setiawan & Luthfiyani, 2023; Faiz

& Kurniawaty, 2023). This trend is highly evident at the Islamic State University of Fatmawati Sukarno Bengkulu, where fifth-semester English Language Education students utilize ChatGPT for daily assignments (Hanura, 2024), while eighth-semester students heavily rely on it to draft research ideas and manage complex tasks to save time, despite lingering ethical concerns.

Despite its benefits, ChatGPT poses significant challenges to academic integrity and student dependency, as over-reliance can reduce manual research effort and foster uncritical copy-pasting (Muchlis & Fakhurrazi, 2022; Arasyidiah & Marzuki, 2025) user behaviors analyzed through the UTAUT2 framework of Performance Expectancy, Effort Expectancy, and Habit (Venkatesh et al., 2003). While previous studies at the Islamic State University of Fatmawati Sukarno Bengkulu explored general AI integration, including functional perceptions (Hakamul Ulum, 2025), platform efficiency (Latifah, 2025), and cognitive impacts (Slimi et al., 2025), a critical gap remains regarding ethical dilemmas. Addressing rising concerns over covert plagiarism, data hallucinations, and eroded intellectual

authenticity during thesis writing, this research is titled: *"Navigating Learning and Integrity: Student's Experiences with ChatGPT in English Language Learning (A Study on Eighth-Semester Students at Islamic State University of Fatmawati Sukarno Bengkulu)"*.

B. Research Methods

1. Design and Purpose

This study utilized a descriptive qualitative approach to holistically examine eighth-semester English Education students' experiences and academic honesty regarding ChatGPT at UINFAS Bengkulu, with data collected from June 3 to July 3, 2026, using both primary student narratives and secondary supporting sources. Employing a purposive sampling technique with specific selection criteria targeting eighth-semester students across classes 8A, 8B, 8C, and 8D who regularly use ChatGPT two to three times weekly the sample size was determined strictly by the qualitative principle of data saturation. Data collection was halted at exactly sixteen participants when interviews ceased to yield new concepts or themes, indicating a robust dataset.

Primary data were gathered through 10 to 15-minute recorded semi-

structured interviews guided by seven indicators from the UTAUT2 framework. These interviews were intentionally conducted in Bahasa Indonesia to eliminate foreign language anxiety, ensure psychological comfort, and strictly adhere to human-subject research ethical standards, specifically the Belmont Report and the APA Ethics Code. To eliminate self-perception bias and create a credible triangulation framework, the interviews were complemented by non-participant observations of student's digital workflows monitored via a 16-field checklist tracking tools like Quill-Bot and Google Scholar alongside comprehensive photographic and archival documentation.

With the researcher acting as the primary instrument, the secondary tools underwent a five-step validation procedure approved in May 2026 by two academic supervisors and two senior English lecturers at UINFAS Bengkulu. A pilot study conducted on May 19, 2026 ($n = 3$), successfully confirmed the instruments' alignment with the three Research Questions regarding efficiency, ethical anxieties, and voice preservation. Finally, data were systematically interpreted using Braun

and Clarke's (2006) six-stage Thematic Analysis framework involving verbatim transcription, dual-approach UTAUT2 coding, candidate theme reviews, and sub-theme definitions to produce a narrative report enriched with authentic participant quotes.

C. Results and Discussion

1. ChatGPT Functions in Supporting Student's English Language Learning (ELL) Experiences

Empirical data from in-depth interviews and non-participant observations demonstrate that ChatGPT acts as a crucial accelerator for academic efficiency and a vital linguistic assistant for eighth-semester English Language Learning students. By offering rapid information retrieval and advanced literature summarization, ChatGPT drastically reduces students' cognitive load and time spent manually navigating complex assignments and preliminary thesis writing. Beyond literature search, students consistently utilize the platform to refine mechanical writing, expand academic vocabulary, and receive immediate grammatical corrections, thereby improving structural writing integrity and boosting submission confidence.

Furthermore, the data

reveals a critical paradigm shift: students utilize ChatGPT as a collaborative discussion partner rather than a passive essay generator using it to overcome writer's block, outline research, and benchmark their analytical ideas against AI perspectives to strengthen arguments. Behaviourally, this deep integration is rooted in the UTAUT2 framework's concepts of Effort Expectancy, Habit, and Facilitating Conditions. Driven by an intuitive interface, seamless mobile and campus Wi-Fi accessibility, and peer recommendations, ChatGPT usage has transformed into an ingrained daily academic reflex and an unwritten operational standard within the English Education Study Program.

2. *Ethical Challenges Faced by Students in Integrating ChatGPT into Academic Tasks and Independent Learning Practices: Perceived Academic Integrity Risks*

Despite its operational benefits, ChatGPT introduces profound ethical challenges surrounding academic integrity and cognitive degradation. Students exhibit acute anxiety regarding plagiarism detection by tools like Turnitin, recognizing that submitting unedited, raw AI outputs which display

rigid, formulaic, and *robotic* linguistic patterns constitutes a severe academic violation. Furthermore, students expressed long-term fears of becoming *lazy thinkers*, worrying that over-reliance on instant AI solutions fosters intellectual passivity, diminishes independent critical thinking, and bypasses the cognitive effort required during their final semester.

These ethical dilemmas result in deliberate non-disclosure and severe data validity concerns. While viewing AI usage as a private preparatory tool, students intentionally conceal its use from lecturers out of fear of negative academic stigma and grade invalidation. Additionally, students frequently encounter AI hallucinations including fabricated citations, non-existent journal titles, simulated authors, and broken DOIs which create research bottlenecks and directly threaten the scholarly validity of their undergraduate theses.

3. *Ethical Adaptation Strategies Students Employ to Optimize the Benefits of ChatGPT*

To navigate ethical landscapes and mitigate AI hallucination risks, eighth-semester students demonstrate

high intellectual agency through robust adaptation strategies, centered primarily on rigorous cross-verification of factual claims and references against empirical databases like Google Scholar and Scopus. To preserve their authentic authorial voice and circumvent plagiarism detection, students apply strategic manual paraphrasing and a multi-tool approach triangulating ChatGPT with secondary tools like Quill-Bot and Deep-L to eliminate robotic tones and refine contextually precise vocabulary. Furthermore, through critical comparative analysis, they maintain cognitive dominance over the research process by treating AI strictly as a baseline framework, decisively discarding ambiguous or substandard outputs while injecting their own original arguments. Ultimately, as active agents rather than passive consumers, students enforce strict verification protocols and critical scepticism to extract the maximum operational benefits of ChatGPT while steadfastly preserving their intellectual ownership and scholarly integrity.

4. Discussion

Applying the UTAUT2 framework, Performance Expectancy serves as the primary driver for ChatGPT adoption among eighth-semester English Education students at Islamic State University of Fatmawati Sukarno Bengkulu, who utilize the tool to manage demanding final-year workloads. Consistent with Yenduri et al. (2024), ChatGPT streamlines daily academic tasks such as vocabulary enhancement, grammatical refinement, and preliminary manuscript drafting, allowing students to reduce repetitive technical cognitive load and focus their mental capacity on core analytical inquiry. However, this efficiency introduces a complex ethical ambivalence, reflecting shifting values in educational technology philosophy (Yahya et al., 2024; Wu et al., 2024). Driven by tight thesis deadlines, students confront lived concerns surrounding data privacy, security, and covert plagiarism (Wu et al., 2024), creating a grey area between legitimate AI research assistance and dependency that compromises scholarly integrity.

To mitigate these risks, students demonstrate high metacognitive monitoring and self-regulated learning

by systematically cross-referencing AI outputs against empirical literature and engaging in manual paraphrasing a process of "cognitive rewriting" where ChatGPT acts as a catalyst for cognitive engagement rather than a replacement for intellectual labour. Concurrently, Social Influence and Habit foster a social constructivist ecosystem wherein peer dynamics build collective intelligence by sharing prompt engineering strategies and mitigating AI hallucinations. Consequently, these findings compel higher education institutions to shift from product-focused to process-based assessments and embed AI literacy into the curriculum, demonstrating that academic integrity and efficiency can be successfully reconciled when students apply proactive verification, paraphrasing, and critical analysis in the digital era.

D. Conclusion

This study concludes that eighth-semester English Education students strategically position ChatGPT as a supplementary academic assistant primarily for outlining, grammatical refinement, and vocabulary enhancement rather than an authoritative source. Supported by robust digital infrastructure, students

stringently uphold academic integrity through cognitive adaptation strategies, including critical comparative analysis and manual paraphrasing, to preserve their authentic authorial voice. Furthermore, to mitigate the risk of cognitive degradation and safeguard critical thinking skills, students exercise conscious self-regulation by restricting AI interaction to crucial moments, such as overcoming writer's block or conducting final linguistic evaluations.

BIBLIOGRAPHY

- Adel, A. (2024). The convergence of intelligent tutoring, robotics, and IoT in smart education for the transition from industry 4.0 to 5.0. *Smart Cities*, 7(1), 325-369. <https://doi.org/10.3390/smartcities7010014>
- Arasyidiah, N. S., & Marzuki, M. E. (2025). Studi Fenomenologi Tentang Peran Chatgpt Dalam Proses Belajar Mahasiswa Di Universitas Yudharta Pasuruan. *Al-Qolamuna: Journal Komunikasi dan Penyiaran Islam*, 2(3), 304-3018. <https://doi.org/10.71242/3baf6d32>
- Aswar, A. (2024). The Use of ChatGPT and ClassPoint Online Apps to Enhance English Teachers' Efficiency in Conducting Formative Assessment (Doctoral dissertation, IAIN PAREPARE). <https://repository.iainpare.ac.id/id/eprint/11020>

- Biswas, S., Dobaria, D., & Cohen, H. L. (2023). ChatGPT and the future of journal reviews: a feasibility study. *The Yale Journal of Biology and Medicine*, 96(3), 415. [10.59249/SKDH9286](https://doi.org/10.59249/SKDH9286)
- Borger, J. G., Ng, A. P., Anderton, H., Ashdown, G. W., Auld, M., Blewitt, M. E., ... & Naik, S. H. (2023). Artificial intelligence takes center stage: exploring the capabilities and implications of ChatGPT and other AI-assisted technologies in scientific research and education. *Immunology and cell biology*, 101(10), 923-935. <https://doi.org/10.1111/imcb.12689>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101. <http://dx.doi.org/10.1191/1478088706qp0630a>.
- Challoumis, C. (2024). The Economic Ripple Effect-AI's Role In Shaping The Future Of Work And Wealth. In *XIX International Scientific Conference. London. Great Britain* (pp. 206-241).
- Faiz, A., & Kurniawaty, I. (2023). Edukatif: Jurnal Ilmu Pendidikan Tantangan Penggunaan Chatgpt Dalam Pendidikan Ditinjau Dari Sudut Pandang Moral. *Jurnal Ilmu Pendidikan*, 5(1), 456-463. <https://doi.org/10.31004/Edukatif.v5i1.4779%0ahttps://Garuda.Kemdikbud.Go.Id/Documents/Detail/3342451>
- Farwati, M., Salsabila, I. T., Navira, K. R., & Sutabri, T. (2023). Analisa Pengaruh Teknologi Artificial Intelligence (Ai) Dalam Kehidupan Sehari-Hari. *Jursima*, 11(1), 39-45. <https://doi.org/10.47024/js.v11i1.563>
- Ghosh, A., Chakraborty, D., & Law, A. (2018). Artificial intelligence in Internet of things. *CAAI Transactions on Intelligence Technology*, 3(4), 208-218. <https://doi.org/10.1049/trit.2018.1008>
- Hermawan, B. M., Hakim, M. A., Arifin, R., & Puspitasari, N. (2024, December). Pemanfaatan Artificial Intellegence, Khususnya Mechine Learning Dan Deep Learning System Dalam Pendidikan. In *Prosiding Seminar Nasional Amikom Surakarta* (Vol. 2, Pp. 345-354). <https://ojs.amikomsolo.ac.id/index.php/semnasa/article/view/528>
- Maspul, K. A. (2025). ChatGPT as an Educative and Pedagogical Tool: Perspectives and Prospects in International Schools in Indonesia. *Innovative Technologica: Methodical Research Journal*. <https://doi.org/10.47134/innovative.v4i2.137>
- Muchlis and Fakhurrazzi, "Ketergantungan New Media Pada Masyarakat Aceh (Depedency Theory)," *Jurnal Sosiologi Dialektika Sosial* 7, no. 2 (2022): 181, <https://doi.org/10.29103/jsds.v8i2.9248>.

- Setiawan, A., & Luthfiyanti, U. K. (2023). Penggunaan Chatgpt Untuk Pendidikan Di Era Education 4.0: Usulan Inovasi Meningkatkan Keterampilan Menulis. *Jurnal Petisi (Pendidikan Teknologi Informasi)*, 4(1), 49–58. <https://doi.org/10.36232/Jurnalpetisi.V4i1.3680>
- Setiawan, D., Ayu Dewi Karuniawati, E., Imelda Janty, S., & Bintan Cakrawala, P. (2023). Peran Chat Gpt (Generative Pre-Training Transformer) Dalam Implementasi Ditinjau Dari Dataset. *Innovative: Journal Of Social Science Research*, 3(3), 9527–9539. <https://doi.org/10.31004/Innovative.V3i3.3286>
- Trisianto, M. R., Nugraha, A. S., Ramdani, A., & Nababan, A. S. (2025). Pengaruh artificial intelligence (AI) dalam evaluasi pembelajaran Bahasa Indonesia pada kalangan mahasiswa. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial*, 3(3), 47-65. <https://doi.org/10.61132/nakula.v3i3.1766>
- Venkatesh, V., Thong, J. Y. L., & Xu, X. (2012). Consumer Acceptance And Use Of Information Technology: Extending The Unified Theory Of Acceptance And Use Of Technology. *Mis Quarterly: Management Information Systems*, 36(1). <https://doi.org/10.2307/41410412>
- Wahid, R., Hikamudin, E., & Hendriani, A. (2023). Analisis penggunaan Chat-GPT oleh mahasiswa terhadap proses pendidikan di perguruan tinggi. *Jurnal Pedagogik Indonesia: Yayasan Lembaga Pendidikan dan Pelatihan Ksatria Siliwangi*, 2(1), 112-117. [10.67025/jpi.v2i1.30](https://doi.org/10.67025/jpi.v2i1.30)
- Wu, X., Duan, R., & Ni, J. (2024). Unveiling security, privacy, and ethical concerns of ChatGPT. *Journal of information and intelligence*, 2(2), 102-115. <https://doi.org/10.1016/j.jiixd.2023.10.007>
- Yahya, R. N., Azizah, S. N., & Herlambang, Y. T. (2024). Pemanfaatan ChatGPT di kalangan mahasiswa: Sebuah tinjauan etika teknologi dalam perspektif filsafat. *UPGRADE: Jurnal Pendidikan Teknologi Informasi*, 1(2), 53-59. <https://doi.org/10.30812/upgrade.v1i2.3481>
- Yenduri, G., Ramalingam, M., Selvi, G. C., Supriya, Y., Srivastava, G., Maddikunta, P. K. R., ... & Gadekallu, T. R. (2024). GPT (generative pre-trained transformer)—a comprehensive review on enabling technologies, potential applications, emerging challenges, and future directions. *IEEE access*, 12, 54608-54649. [10.1109/ACCESS.2024.3389497](https://doi.org/10.1109/ACCESS.2024.3389497)
- Febriani, H. (2024). Navigating English learning with AI: a qualitative study of university students' experiences. *PPSDP Int. J. Educ*, 3, 220-232. <https://doi.org/10.59175/pijed.v3i2.309>
- Ulum A, M. H. (2025). *THE STUDENT'S PERCEPTION OF USING*

CHATGPT TOWARDS
ENGLISH LANGUAGE
LEARNING (A Study at Fourth
Semester Students of Social
Sciences Study UINFAS
Bengkulu) (Doctoral dissertation,
UIN Fatmawati Sukarno
Bengkulu).