

Utilization of AI (Chatbot) for Second Language Acquisition by Students

Ririn Arianti¹

¹Sekolah Tinggi Agama Islam Negeri Mandailing Natal, Mandailing Natal, Indonesia

Corresponding Author: ririnarianti451@gmail.com

Submission: 02 December 2025

Revision: 04 December 2025

Accepted: 09 December 2025

Abstract

The rapid advancement of Artificial Intelligence (AI), particularly through ChatGPT, has reshaped the landscape of language learning and social interaction in higher education. This study explores how university students utilize ChatGPT as a medium for language learning and how its use influences their social interaction patterns. Employing a qualitative approach, data were collected through semi-structured interviews with ten fifth-semester students of the English Education Study Program at STAIN Mandailing Natal, who had actively used ChatGPT for at least three months. The findings reveal that ChatGPT enhances students' confidence, language fluency, and self-directed learning by providing instant feedback and unlimited practice opportunities. However, it also contributes to reduced peer communication and growing dependence on digital interactions. These results highlight the dual nature of ChatGPT, serving as both a facilitator of linguistic competence and a disruptor of traditional social engagement in academic contexts.

Keywords: ChatGPT; Language Learning; Education; Social Interaction; Digital Communication

Abstrak

Kemajuan pesat kecerdasan buatan (AI), khususnya melalui ChatGPT, telah mengubah lanskap pembelajaran bahasa dan interaksi sosial di pendidikan tinggi. Penelitian ini bertujuan untuk menggali bagaimana mahasiswa memanfaatkan ChatGPT sebagai media pembelajaran bahasa serta implikasinya terhadap pola interaksi sosial mereka. Dengan menggunakan pendekatan kualitatif, data dikumpulkan melalui wawancara semi-terstruktur terhadap sepuluh mahasiswa semester lima Program Studi Tadris Bahasa Inggris di STAIN Mandailing Natal yang telah menggunakan ChatGPT secara aktif selama minimal tiga bulan. Hasil penelitian menunjukkan bahwa ChatGPT meningkatkan kepercayaan diri, kefasihan berbahasa, dan kemandirian belajar mahasiswa melalui umpan balik instan dan kesempatan latihan tanpa batas. Namun, teknologi ini juga menurunkan frekuensi komunikasi antar teman dan menumbuhkan ketergantungan terhadap interaksi digital. Temuan ini menegaskan sifat ganda ChatGPT, sebagai fasilitator kompetensi linguistik sekaligus tantangan bagi dinamika sosial dalam konteks akademik.

Kata Kunci: ChatGPT; Pembelajaran Bahasa; Pendidikan; Interaksi Sosial; Komunikasi Digital

INTRODUCTION

The development of Generative Artificial Intelligence (GenAI) technologies like ChatGPT has created significant social and educational changes, particularly in language learning among students. A meta-analysis by Tang et al. (2025) showed that using GenAI significantly improved academic achievement, with the greatest impact in the language domain due to the alignment of AI's linguistic capabilities with learning practices.¹ A study by Sol, Heng, and Sok (2025) found that over 90% of EFL students in Cambodia have used ChatGPT and similar tools, despite most lacking adequate training, indicating a gap between technological access and pedagogical preparedness.² Meanwhile, Noor (2025) research revealed that although ChatGPT increased students' motivation and confidence, concerns also arose regarding excessive dependence and a decline in the quality of human social interaction.³ This phenomenon demonstrates that ChatGPT functions not only as a pedagogical tool but also as a digital social agent that challenges the boundaries between humans and machines in the context of language learning in the modern era.

Various recent studies indicate that the integration of ChatGPT in language education has rapidly developed, but the focus of research is still limited to cognitive aspects and technology acceptance, with little exploration of its social impact on student interaction. Fauzi, Rahmani, and Utimadini (2025) study revealed that the acceptance of ChatGPT among EFL students is significantly influenced by self-efficacy and writing ability, with perceived ease of use and usefulness being the main predictors of technology adoption.⁴ Meanwhile, Picardal (2025) highlights the use of AI-driven smart prompts in the context of academic research and finds that ChatGPT serves as a cognitive scaffold that strengthens students' critical thinking abilities, although it risks reducing learning autonomy.⁵ Similar findings were presented by Rwiza (2025), who showed that ChatGPT is capable of improving Mandarin language skills thru contextual learning and personalization, but has not yet addressed the social dimension of using this technology.⁶ In the broader context of higher education, Faizi, Mal, and Nayak (2025) assert that integrating AI technology into alternative assessments can enhance student participation and reflection, but it also presents new challenges related to authenticity and collaboration among

-
- 1 Xiuxiu Tang et al., "Transforming Learning or Empty Promise? A Meta-Analysis of Generative AI in Education" (Research Square, September 26, 2025), <https://doi.org/10.21203/rs.3.rs-7577394/v1>.
 - 2 Koemhong Sol, Kimkong Heng, and Sarin Sok, "Using AI in English Language Learning: An Exploration of Cambodian Efl University Students' Experiences and Perceptions," *Journal of Science of Learning and Innovations*, September 26, 2025, 1–32, <https://doi.org/10.1163/29497736-bja00015>.
 - 3 Farah Zahidah Mohd Noor, "Exploring ESL Students' Experiences with AI Tools in Learning Grammar," *International Journal of Research and Innovation in Social Science*, September 27, 2025, 7019–28, <https://doi.org/10.47772/IJRISS.2025.903SEDU0519>.
 - 4 Chandra Fauzi, Eka Fajar Rahmani, and Nindya Juwita Utimadini, "Beyond Technology Acceptance: An Interplay of Self-Efficacy, Language Proficiency, and ChatGPT Adoption from a TAM Perspective," *Jurnal Pendidikan Progresif* 15, no. 3 (September 30, 2025): 1970–88, <https://doi.org/10.23960/jpp.v15i3.pp1970-1988>.
 - 5 Marchee Tabotabo Picardal, "Utilization of AI-Driven Smart Prompts in Academic Research in Higher Education Institutions," *International Journal of Learning, Teaching and Educational Research* 24, no. 9 (September 30, 2025): 384–404, <https://doi.org/10.26803/ijlter.24.9.19>.
 - 6 Frank Bahati Rwiza, "Exploring the Impact of Generative Artificial Intelligence on Chinese Language Acquisition in Tanzania," *Journal of Current Social Issues Studies* 2, no. 7 (September 29, 2025): 425–36, <https://doi.org/10.71113/JCSIS.v2i7.397>.

learners.⁷ As a comparison, the study by Villalobos-Chávez and Niño-Gutiérrez (2025) highlights the importance of social interaction in conventional academic mentoring for building students' research skills and professional identity, something that has not been fully replaced by digital interaction with AI.⁸ Based on this overall literature, it appears that a research gap remains wide open for examining how the use of ChatGPT as a language learning medium influences students' social interaction patterns, both in the academic and personal realms, amidst the shift toward increasingly autonomous and automated digital learning ecosystems.

Based on the developments and research gaps that have been outlined, the main problem in this study lies in how the use of ChatGPT as a language learning medium influences students' social interaction in an academic environment. This phenomenon is important to study because changes in digital communication patterns can impact how students build relationships, collaborate, and express themselves in the context of learning. Therefore, this study aims to explore students' experiences in utilizing ChatGPT as a language learning tool and analyze its implications for social dynamics, including trends toward individualism, virtual collaboration, and perceptions of human interaction. The research findings are expected to provide a deep understanding of the relationship between technology, language learning processes, and changes in students' social behavior in the digital age.

This research stems from the argument that ChatGPT not only serves as a linguistic tool but also as a digital social agent that shapes how students interact and learn. In the context of language learning, ChatGPT is capable of providing instant feedback, conversation simulations, and grammatical explanations that accelerate the understanding process. However, the interaction that occurs is not purely academic; it also gives rise to new social experiences where students develop emotional closeness with automated systems. This phenomenon challenges traditional views of collaborative learning, as ChatGPT allows for the emergence of more individualized and automated learning patterns. Therefore, this study argues that the use of ChatGPT has two main sides: enhancing linguistic competence while potentially shifting the essence of human social interaction in the learning process.

Theoretically, this research contributes to the development of studies on social interaction theory and technology-based language learning, particularly in understanding the role of AI as an entity that mediates the relationship between humans and digital systems. The results are expected to broaden the perspectives of Computer-Mediated Communication (CMC) theory and Social Presence Theory in the context of language education. Practically, this research provides insights for lecturers and educational institutions to integrate ChatGPT in a balanced way, as a learning tool without eliminating the space for human interaction in the classroom. This finding can also serve as a basis for designing AI-based learning policies that emphasize a balance between technological efficiency and the strengthening of students' social skills, ensuring that the educational process remains rooted in collaborative and empathetic values.

7 Waheedullah Faizi, Ahsanullah Mal, and Faridullah Nayak, "Evaluating the Effectiveness of Alternative Assessment Methods in Higher Education: A Systematic Literature Review," *Cognizance Journal of Multidisciplinary Studies* 5, no. 9 (September 30, 2025): 164–72, <https://doi.org/10.47760/cognizance.2025.v05i09.011>.

8 Magna Soledad Villalobos-Chávez and Naú Silverio Niño-Gutiérrez, "Impact of Effective Mentoring on Research Skills Development in Higher Education: A Systematic Review Based on PRISMA Guidelines," *Journal of Human Resources Training*, September 30, 2025, <https://doi.org/10.35429/JHRT.2025.11.26.1.1.18>.

Method

This research uses a qualitative approach with the aim of deeply understanding students' experiences in using ChatGPT as a language learning medium. This approach was chosen because it is able to explore the meaning behind the behaviors, views, and social interactions that emerge during the learning process.⁹ Primary data was obtained thru interviews with ten fifth-semester students from the English Language Teaching Study Program at STAIN Mandailing Natal. All participants have been actively using ChatGPT for at least three months for conversational practice, writing, and vocabulary acquisition. Meanwhile, secondary data comes from various sources such as scientific articles, books, and relevant documents, which are used to enrich the context and support the findings of this research.

Data collection techniques were carried out thru semi-structured interviews, allowing the researcher to tailor questions to each participant's experiences and responses. The interviews focused on students' perceptions of the benefits and social impact of using ChatGPT in English language learning. The collected data was then analyzed using an interpretive qualitative approach, which involved thematically interpreting the meaning of the participants' statements. The analysis process includes coding, data grouping, and extracting relevant meanings related to the research focus.¹⁰ The interpretation results were then linked to relevant theories to gain a deeper understanding of how students' social interaction patterns changed due to the use of ChatGPT.

RESULTS AND DISCUSSION

Advantages and Disadvantages of Chatbots in Language Learning

The development of artificial intelligence technology has brought about significant changes in the world of education, including in language learning. One of the most prominent innovations is the emergence of ChatGPT, a chatbot capable of interacting naturally with users. In an academic setting, ChatGPT is an interesting tool because it can be used for conversation practice, writing, and even understanding foreign language texts.¹¹ Many students and teachers see this technology as a new way to create more flexible and personalized learning experiences. However, behind the various benefits offered, there are also challenges and potential weaknesses that need to be considered to ensure its continued effectiveness and prevent excessive dependence.

One of the main advantages of ChatGPT is its ability to provide quick and relevant responses. In language learning, this response speed is very helpful because it allows students to practice without having to wait a long time. ChatGPT can be a virtual conversation partner who is always available whenever needed, whether for speaking practice or expanding vocabulary.¹² Users can also customize the style and topic of the conversation as needed, making the learning process more enjoyable. From a psychological perspective, interacting with this chatbot helps

9 Dr Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Alfabeta, 2009).

10 Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd ed. (Sage Publications, 1994), https://books.google.co.id/books?id=U4IU_-wJ5QEC&source=gbs_navlinks_s.

11 Gumarpi Rahis Pasaribu, Rani Arfianty, and Dara Mubshirah, "Integrasi Kecerdasan Buatan (Artificial Intelligence) Pada Pembelajaran Bahasa," *Educandumedia: Jurnal Ilmu Pendidikan Dan Kependidikan* 3, no. 2 (August 19, 2024): 21–38, <https://doi.org/10.61721/educandumedia.v3i2.511>.

12 Subaiki Ikhwan and Milki Aan, *Artificial Intelligence (AI) Dan Pendidikan Bahasa Arab: Sebuah Revolusi Pembelajaran Bahasa Arab* (Penerbit Abdi Fama, 2025).

reduce feelings of anxiety or fear of making mistakes, especially for learners who are still lacking in confidence.¹³ This condition makes ChatGPT a learning medium that encourages courage and active engagement.

Additionally, ChatGPT offers convenience in providing simple and easy-to-understand explanations. When a user makes a grammatical or word usage error, the chatbot can immediately provide corrections along with the correct examples.¹⁴ This creates a reflective learning experience, as learners not only receive corrections but also understand the reasoning behind them. This ability to explain things often leads to ChatGPT being seen as a patient and non-judgmental “companion teacher.”¹⁵ Many students feel that with the help of chatbots, they can study anytime without time pressure or a formal atmosphere. This flexibility is an added value that is not easily found in conventional teaching methods.

Another advantage experienced by many users is the diversity of materials and topics that can be explored. ChatGPT allows learners to interact in various communication situations, from everyday conversations to academic discussions.¹⁶ This expands contextual language exposure, which helps users understand variations in meaning and usage across different contexts. In this case, ChatGPT is not only a training medium but also a source of authentic linguistic input. By asking various questions, students can explore specific sentence structures, idioms, or language styles that are rarely found in textbooks. This diversity provides a more dynamic learning experience and stimulates curiosity about language.

However, behind these advantages, ChatGPT also has limitations that need to be considered. One of its drawbacks is the potential for information presented not always being accurate.¹⁷ Because chatbots work based on data and language patterns, there's a possibility of getting responses that are out of context or linguistically inaccurate. For beginners, this can cause confusion if not balanced with teacher guidance or additional verification. Additionally, ChatGPT is not always able to understand the cultural nuances or emotions inherent in human language use.¹⁸ As a result, interactions can feel mechanical and less deep compared to real interpersonal conversations.

-
- 13 Ahmad Rifqi Abdurrahman, Mohammad Bayu Rizki, and Raditya Bagus Pradana, “Pengaruh Penggunaan AI Terhadap Kompetensi Dan Motivasi Belajar Mahasiswa,” *JATI (Jurnal Mahasiswa Teknik Informatika)* 9, no. 1 (December 21, 2024): 201–10, <https://doi.org/10.36040/jati.v9i1.12205>.
 - 14 Tantan Hadian, M Pkim, and Eneng Rahmi, *Berteman Dengan ChatGPT: Sebuah Transformasi Dalam Pendidikan* (Edu Publisher, 2023).
 - 15 Ahmad Safiudin, Lailil Aflahkul Yaum, and Nostalgianti Citra Prystiananta, “Pengaruh Penggunaan Teknologi AI Terhadap Kemampuan Menyelesaikan Tugas Sekolah Siswa Disabilitas Netra Kelas IX Di SLBN Branjangan Jember,” *SPEED Journal: Journal of Special Education* 9, no. 1 SE-Articles (July 2025): 64–74, <https://doi.org/10.31537/speed.v9i1.2435>.
 - 16 Khairul Marlin et al., “Manfaat Dan Tantangan Penggunaan Artificial Intelligences (AI) Chat GPT Terhadap Proses Pendidikan Etika Dan Kompetensi Mahasiswa Di Perguruan Tinggi,” *Innovative: Journal Of Social Science Research* 3, no. 6 SE-Articles (December 2023): 5192–5201.
 - 17 Renti Yasmar and Dian Risky Amalia, “Analisis Swot Penggunaan Chat GPT Dalam Dunia Pendidikan Islam,” *Fitrah: Jurnal Studi Pendidikan* 15, no. 1 (July 29, 2024): 43–64, <https://doi.org/10.47625/fitrah.v15i1.668>.
 - 18 Rahma indah Pratiwi and Misyi Gusthini, “ChatGPT Sebagai Alat Penerjemahan AI Untuk Puisi ‘Hope Is the Thing with Feathers’: Perbandingan Dengan Penerjemahan Manusia,” *Jurnal Ilmu Sosial Dan Humaniora* 3, no. 4 SE-Articles (June 2025): 513–26, <https://doi.org/10.57248/jishum.v3i4.589>.

Another weakness lies in the risk of user dependence on automated systems. Because ChatGPT provides quick and easy answers, some students are becoming less motivated to think critically or discuss with their peers.¹⁹ This habit can reduce social skills and spontaneous communication abilities in the real world. Language learning is not just about sentence structure; it also encompasses aspects of interaction and empathy. If users practice only with machines for too long, they risk losing the ability to read expressions and social context in direct communication. Therefore, the balance between digital and human interaction is crucial in using ChatGPT.

Beside the factor of dependence, emotional limitations are also a frequently discussed topic. ChatGPT is indeed capable of providing polite and structured responses, but it lacks genuine empathy like humans.²⁰ Language learners sometimes need emotional support, such as motivation, encouragement, or even a sense of humor, which chatbots cannot fully provide. This limitation makes the interaction feel less warm and one-sided. Although ChatGPT can mimic conversational styles, it still cannot replace the emotional meaning that emerges in the relationship between teachers and students. This explains why many educators believe that technologies like ChatGPT should be used as supplementary tools, not replacements, in the language learning process.

User adaptation factors also determine the extent to which ChatGPT can be utilized optimally. Not all students have the same digital capabilities, so some may find it difficult to utilize the available features. On the other hand, teachers also need to understand how to integrate these chatbots into learning activities so that their purpose is not diverted. If used without clear instructions, ChatGPT can become a passive tool rather than a productive one. Therefore, the readiness of users and educators plays an important role in maximizing its benefits. With a good understanding, ChatGPT can be a bridge between traditional learning and the ever-evolving digital world.

The Dynamics of Students' Experiences in Using Chatbots

Students' experiences in using chatbots as learning companions reveal a complex transformation in how they understand and practice language. Based on interviews with ten students, it was found that chatbots serve not only as learning tools but also as comfortable and personalized spaces for practice. Students reported feeling freer to interact without the social pressure commonly found in classroom settings. Some even regarded chatbots as "learning partners" that are always available whenever needed. Overall, these experiences indicate a shift from teacher-dependent learning toward a more autonomous, interactive, and user-centered learning process.

"When I first tried chatting with a chatbot, I was surprised because the responses were quick and friendly. Over time, I became more confident speaking English without worrying about making mistakes."²¹

19 Muhammad Tarmizi and Yahfizham Yahfizham, "Perspektif Mahasiswa Terhadap Penggunaan Kecerdasan Buatan ChatGPT Dalam Penyusunan Tugas Akhir," *Indiktika : Jurnal Inovasi Pendidikan Matematika* 6, no. 2 (June 15, 2023): 151–61, <https://doi.org/10.31851/indiktika.v6i2.15425>.

20 Loso Judijanto et al., *Optimalisasi ChatGPT: Panduan Dan Penerapan Untuk Belajar, Mengajar, Dan Membuat Konten Tanpa Batas* (PT. Green Pustaka Indonesia, 2025).

21 Statement: "Waktu pertama kali coba ngobrol pakai chatbot, saya kaget karena jawabannya cepat dan ramah. Lama-lama saya jadi berani ngomong bahasa Inggris tanpa mikir takut salah"

RN's statement illustrates the development of self-confidence as a result of frequent interactions with the chatbot. She found comfort in practicing without fear of being judged by others. This experience demonstrates how digital spaces can create safer environments for language learners. The courage to speak becomes an important asset that fosters positive communication habits. Her experience shows that the chatbot provides a space that allows students to express themselves freely, making the learning process more enjoyable and natural.

*"What I like about ChatGPT is that its responses are always different, and sometimes it gives sentence examples that I would never have thought of before."*²²

AR's statement reflects his fascination with the linguistic variety offered by the chatbot. The diversity of responses kept him curious and motivated to explore further. This suggests that interaction with chatbots can foster curiosity and broaden understanding of word usage contexts. Arif admitted that he often explored new topics just to see how the chatbot would respond. This situation represents an exploratory form of learning, in which students actively seek knowledge through conversation rather than passively receiving information. Thus, the chatbot functions as a stimulus for linguistic creativity.

*"For me, the chatbot is like a patient teacher. Whenever I make a grammar mistake, it immediately gives the correct example but explains it politely."*²³

ST perceived the chatbot as a consistent and non-judgmental learning companion. She felt that the corrections provided helped her gradually understand sentence patterns. For Siti, making mistakes was no longer something to fear, but a natural part of the learning process. This relationship fosters a more reflective learning experience. She felt more confident in her understanding of sentence structures because each correction was accompanied by a clear and reasonable explanation. This experience demonstrates how repeated interactions with chatbots can foster learner autonomy and instill a continuous self-improvement habit.

*"I often use chatbots to practice job interviews. Sometimes I pretend to be the applicant, and the chatbot plays the HR who asks questions."*²⁴

For DM, the chatbot serves as a practical training medium that closely resembles real-life situations. He not only practices linguistic structure but also builds confidence in professional contexts. This experience shows that students have begun to perceive chatbots not merely as academic tools but also as instruments for personal development. Through conversational simulations, Dimas learns to adjust his speech style and choose polite expressions in formal settings. Such experiences illustrate that chatbots can function as experimental spaces that encourage students to refine their communicative competence across both academic and professional domains.

22 Statement: "Yang saya suka dari ChatGPT itu, jawabannya selalu beda-beda dan kadang kasih contoh kalimat yang nggak kepikiran sebelumnya."

23 Statement: "Kalau saya, chatbot itu kayak guru yang sabar. Setiap saya salah grammar, dia langsung kasih contoh yang benar tapi tetap sopan cara jelaskannya."

24 Statement: "Saya sering pakai chatbot buat latihan wawancara kerja. Kadang saya pura-pura jadi pelamar, terus chatbotnya jadi HR yang nanya balik."

“Honestly, I’ve become a bit lazy to discuss with friends because the chatbot gives answers more quickly.”²⁵

ND’s remark highlights the critical side of technology use in language learning. She realized that the convenience offered by chatbots might lead to overreliance on automated systems. Although she felt assisted in understanding learning materials, she also acknowledged losing the habit of engaging in direct discussion. This confession indicates a shift from social interaction toward individual learning. Such a condition invites reflection on how excessive chatbot use might reduce opportunities for developing social communication skills. Nevertheless, Nadia’s awareness also demonstrates a mature understanding of the boundary between digital comfort and the need for real-world interaction.

“Sometimes when I read a long text, I ask the chatbot to explain it using simpler sentences. That way, I can understand without constantly looking things up in the dictionary.”²⁶

RZ’s statement shows how the chatbot helps students comprehend reading materials more efficiently. He found that the chatbot’s ability to rephrase complex sentences made the learning process lighter and less tedious. This illustrates how technology bridges the gap between complex academic texts and student comprehension. Through this interaction, Reza felt that he not only received answers but also learned how to interpret meaning. Such experiences demonstrate that chatbots can serve as effective support tools for developing independent comprehension and information-processing skills.

“I usually practice speaking every night, and the chatbot responds immediately. From that, I can tell which sentences still sound awkward.”²⁷

LN describes a highly active and consistent learning experience. She uses the chatbot as a daily conversational partner to improve speaking fluency. The immediacy of feedback allows her to correct mistakes without waiting for instructor guidance, creating a continuous learning rhythm. Lina found that the more she practiced, the more natural her speech became. Her experience shows that the chatbot functions not only as a learning tool but also as an interactive companion that nurtures spontaneous and sustained language habits.

Changes in Students’ Social Interaction Patterns through the Use of ChatGPT

The emergence of ChatGPT in the educational sphere has brought significant changes to the way students interact, both academically and socially. Based on interview findings, several students reported feeling more comfortable using ChatGPT to practice speaking without the fear of making mistakes. They perceived the technology as a safe space for language learning, free from the pressure of being judged. This condition illustrates a shift from face-to-face interaction toward more individualized forms of digital communication. In this context, ChatGPT functions as a virtual learning companion that is always ready to respond. Such transformation demonstrates how

25 Statement: “Jujur, saya jadi agak malas diskusi sama teman karena chatbot lebih cepat kasih jawaban.”

26 Statement: “Kadang kalau baca teks panjang, saya minta chatbot bantu jelasin pakai kalimat yang lebih gampang. Jadi saya bisa paham tanpa harus buka kamus terus.”

27 Statement: “Saya biasanya latihan ngomong tiap malam, dan chatbot langsung kasih tanggapan. Dari situ saya tahu mana kalimat yang masih aneh.”

technology can partially replace human social functions, particularly in providing neutral emotional support and reducing the sense of awkwardness that often accompanies interpersonal exchanges.²⁸

Some students admitted that they converse with ChatGPT more frequently than they discuss with peers. One respondent expressed that they “feel more comfortable asking the chatbot questions because there is no fear of being judged.” This reflects a changing social relationship in which a sense of psychological safety is more easily found within digital conversations. According to Anthony Giddens, modern technology constructs new forms of trust through abstract systems, individuals place their confidence not in people, but in stable structures.²⁹ In this case, students trust ChatGPT as an objective source of information. Consequently, direct social interactions, once integral to learning, are gradually diminishing, as relationships with digital systems feel easier to manage and control.

Several students even described ChatGPT as a “patient learning partner.” This statement reveals a tendency to develop emotional attachment toward technology. Sherry Turkle defines this phenomenon as *relational artifacts*, where humans treat machines as social entities capable of understanding and listening.³⁰ Students feel accepted by a system that neither judges nor criticizes, leading to a sense of connection resembling human relationships. This phenomenon blurs the boundary between humans and machines. ChatGPT thus becomes not only an academic aid but also a personal interaction space that offers emotional comfort within the language learning process.

Interviews also revealed that some students engage less frequently in discussions with peers since regularly using ChatGPT. They find self-study more efficient because the chatbot provides quick and clear answers. This aligns with Jean Baudrillard’s notion of *simulacra*, in which technological representations replace social reality. In this context, ChatGPT serves as a “substitute for real conversations,” perceived as more practical than human interaction. As a result, social processes that typically arise from group discussions begin to decline. Although students may gain knowledge rapidly, they lose opportunities to cultivate social skills such as empathy, collaboration, and natural interpersonal communication.

On the other hand, some respondents stated that ChatGPT helped them build greater confidence when speaking with others. Repeated practice enabled them to express opinions without fear of mistakes. Albert Bandura explains that confidence is developed through *mastery experiences*, small successes that reinforce self-efficacy.³¹ ChatGPT provides a safe space for such repeated practice until students feel adequately prepared for real-world interactions. This pattern indicates that digital interaction is not always alienating; it can also act as a bridge toward improved

28 Ahmet Durgungoz and Ahmed Kharrufa, “ChatGPT Is like a Study Buddy, a Teacher and Sometimes Just a Friend”: A Longitudinal Exploration of Students’ Interactions, Perception and Acceptance,” *Interactive Learning Environments*, June 2025, 1–20, <https://doi.org/10.1080/10494820.2025.2509276>.

29 Anthony Giddens, “The Class Structure of the Advanced Societies,” in *Social Stratification* (Routledge, 2018), 183–92.

30 Sherry Turkle, “A Nascent Robotics Culture: New Complicities for Companionship,” in *Machine Ethics and Robot Ethics* (Routledge, 2020), 107–16.

31 Albert Bandura, “Applying Theory for Human Betterment,” *Perspectives on Psychological Science* 14, no. 1 (January 2019): 12–15, <https://doi.org/10.1177/1745691618815165>.

social engagement. Through pressure-free practice, students develop communication skills that can later be applied in conversations with peers or lecturers.

Several students also mentioned that interacting with ChatGPT made them feel calm because there was no potential for conflict as in group work. The digital environment grants a sense of full control over the flow of communication. George Ritzer refers to this as the *rationalization of interaction*, where social relationships become increasingly structured and efficient due to technological mediation.³² Students feel more comfortable within predictable interactions devoid of excessive emotional dynamics. However, this comfort also renders social relationships shallower and outcome-oriented rather than process-oriented. Collaborative learning, once characterized by social exchange, is gradually transformed into an individual activity emphasizing efficiency and personal comfort over social dynamism.

Nevertheless, some students have begun to recognize the side effects of excessive ChatGPT use. They admitted spending more time studying alone and engaging less in peer discussions. This phenomenon resembles Barry Wellman's concept of *networked individualism*, where individuals remain digitally connected yet socially isolated.³³ Students feel "connected" through technology, while genuine social interactions become increasingly rare. In language learning, this condition may weaken the ability to grasp the social contexts of real conversations. Relationships among students become more functional and brief, whereas interactions with digital systems increasingly replace the social spaces that should ideally be built through human communication.

CONCLUSION

The findings of this study indicate that the use of ChatGPT in language learning has a significant impact on students' patterns of social interaction. Students reported feeling more confident and free to speak without fear of being judged, as ChatGPT provides quick and non-judgmental responses. However, the study also revealed a shift in social behavior, where some students became more individualistic and engaged less frequently in peer discussions. Digital interactions with ChatGPT have partially replaced face-to-face communication, which was previously an essential component of the learning process. While ChatGPT helps enhance language proficiency and self-confidence, it simultaneously transforms students' social dynamics, from collaborative environments toward more personal, goal-oriented, and technology-dependent forms of interaction.

This study has several limitations. It involved a relatively small number of respondents and focused primarily on students' subjective experiences. As a result, the findings cannot be generalized to all language learning contexts in higher education. Future research is recommended to include a more diverse group of participants, encompassing both instructors and students across varying levels of language proficiency. Furthermore, subsequent studies could explore the long-term relationship between ChatGPT use and the development of students' social skills. In doing so, a more comprehensive understanding of this technology's role may be achieved, not only from the academic perspective but also from its social and emotional dimensions.

32 George Ritzer, "The McDonaldisation of Society," in *In the Mind's Eye* (Routledge, 2021), 143–52.

33 Barry Wellman, "The Network Community: An Introduction," in *Networks in the Global Village* (Routledge, 2018), 1–47.

BIBLIOGRAPHY

- Bandura, Albert. "Applying Theory for Human Betterment." *Perspectives on Psychological Science* 14, no. 1 (January 2019): 12–15. <https://doi.org/10.1177/1745691618815165>.
- Durgungoz, Ahmet, and Ahmed Kharrufa. "‘ChatGPT Is like a Study Buddy, a Teacher and Sometimes Just a Friend’: A Longitudinal Exploration of Students’ Interactions, Perception and Acceptance." *Interactive Learning Environments*, June 2025, 1–20. <https://doi.org/10.1080/10494820.2025.2509276>.
- Faizi, Waheedullah, Ahsanullah Mal, and Faridullah Nayak. "Evaluating the Effectiveness of Alternative Assessment Methods in Higher Education: A Systematic Literature Review." *Cognizance Journal of Multidisciplinary Studies* 5, no. 9 (September 30, 2025): 164–72. <https://doi.org/10.47760/cognizance.2025.v05i09.011>.
- Fauzi, Chandra, Eka Fajar Rahmani, and Nindya Juwita Utimadini. "Beyond Technology Acceptance: An Interplay of Self-Efficacy, Language Proficiency, and ChatGPT Adoption from a TAM Perspective." *Jurnal Pendidikan Progresif* 15, no. 3 (September 30, 2025): 1970–88. <https://doi.org/10.23960/jpp.v15i3.pp1970-1988>.
- Giddens, Anthony. "The Class Structure of the Advanced Societies." In *Social Stratification*, 183–92. Routledge, 2018.
- Hadian, Tantan, M Pkim, and Eneng Rahmi. *Berteman Dengan ChatGPT: Sebuah Transformasi Dalam Pendidikan*. Edu Publisher, 2023.
- Ikhwan, Subaiki, and Milki Aan. *Artificial Intelligence (AI) Dan Pendidikan Bahasa Arab: Sebuah Revolusi Pembelajaran Bahasa Arab*. Penerbit Abdi Fama, 2025.
- Judijanto, Loso, Renita Selviana, Emi Rahmawati, Lena Magdalena, Ika Kartika Amilia, Muhammad Zainal Fanani, Adnan Yusufi, I Gede Iwan Sudipa, Didit Prasetyo, and Ardi Azhar Nampira. *Optimalisasi ChatGPT: Panduan Dan Penerapan Untuk Belajar, Mengajar, Dan Membuat Konten Tanpa Batas*. PT. Green Pustaka Indonesia, 2025.
- Marlin, Khairul, Ellen Tantrinsa, Budi Mardikawati, Retno Anggraini, and Erni Susilawati. "Manfaat Dan Tantangan Penggunaan Artificial Intelligences (AI) Chat GPT Terhadap Proses Pendidikan Etika Dan Kompetensi Mahasiswa Di Perguruan Tinggi." *Innovative: Journal Of Social Science Research* 3, no. 6 SE-Articles (December 2023): 5192–5201.
- Miles, Matthew B, and A Michael Huberman. *Qualitative Data Analysis: An Expanded Sourcebook*. 2nd ed. Sage Publications, 1994. https://books.google.co.id/books?id=U4IU_-wJ5QEC&source=gbs_navlinks_s.
- Muhammad Tarmizi, and Yahfizham Yahfizham. "Perspektif Mahasiswa Terhadap Penggunaan Kecerdasan Buatan ChatGPT Dalam Penyusunan Tugas Akhir." *Indiktika: Jurnal Inovasi Pendidikan Matematika* 6, no. 2 (June 15, 2023): 151–61. <https://doi.org/10.31851/indiktika.v6i2.15425>.
- Noor, Farah Zahidah Mohd. "Exploring ESL Students’ Experiences with AI Tools in Learning Grammar." *International Journal of Research and Innovation in Social Science*, September 27, 2025, 7019–28. <https://doi.org/10.47772/IJRIS.2025.903SEDU0519>.
- Pasaribu, Gumarpi Rahis, Rani Arfianty, and Dara Mubshirah. "Integrasi Kecerdasan Buatan (Artificial Intelligence) Pada Pembelajaran Bahasa." *Educandumedia: Jurnal Ilmu Pendidikan Dan Kependidikan* 3, no. 2 (August 19, 2024): 21–38. <https://doi.org/10.61721/educandumedia.v3i2.511>.

- Picardal, Marchee Tabotabo. "Utilization of AI-Driven Smart Prompts in Academic Research in Higher Education Institutions." *International Journal of Learning, Teaching and Educational Research* 24, no. 9 (September 30, 2025): 384–404. <https://doi.org/10.26803/ijlter.24.9.19>.
- Pratiwi, Rahma indah, and Misyi Gusthini. "ChatGPT Sebagai Alat Penerjemahan AI Untuk Puisi 'Hope Is the Thing with Feathers': Perbandingan Dengan Penerjemahan Manusia." *Jurnal Ilmu Sosial Dan Humaniora* 3, no. 4 SE-Articles (June 2025): 513–26. <https://doi.org/10.57248/jishum.v3i4.589>.
- Rifqi Abdurrahman, Ahmad, Mohammad Bayu Rizki, and Raditya Bagus Pradana. "Pengaruh Penggunaan AI Terhadap Kompetensi Dan Motivasi Belajar Mahasiswa." *JATI (Jurnal Mahasiswa Teknik Informatika)* 9, no. 1 (December 21, 2024): 201–10. <https://doi.org/10.36040/jati.v9i1.12205>.
- Ritzer, George. "The McDonaldization of Society." In *In the Mind's Eye*, 143–52. Routledge, 2021.
- Rwiza, Frank Bahati. "Exploring the Impact of Generative Artificial Intelligence on Chinese Language Acquisition in Tanzania." *Journal of Current Social Issues Studies* 2, no. 7 (September 29, 2025): 425–36. <https://doi.org/10.71113/JCSIS.v2i7.397>.
- Safiudin, Ahmad, Lailil Aflahkul Yaum, and Nostalgianti Citra Prystiananta. "Pengaruh Penggunaan Teknologi AI Terhadap Kemampuan Menyelesaikan Tugas Sekolah Siswa Disabilitas Netra Kelas IX Di SLBN Branjangan Jember." *SPEED Journal: Journal of Special Education* 9, no. 1 SE-Articles (July 2025): 64–74. <https://doi.org/10.31537/speed.v9i1.2435>.
- Sol, Koemhong, Kimkong Heng, and Sarin Sok. "Using AI in English Language Learning: An Exploration of Cambodian Efl University Students' Experiences and Perceptions." *Journal of Science of Learning and Innovations*, September 26, 2025, 1–32. <https://doi.org/10.1163/29497736-bja00015>.
- Sugiyono, Dr. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Alfabeta, 2009.
- Tang, Xiuxiu, Xiyu Wang, Liu Dong, and Jingxian Cecilia Zhang. "Transforming Learning or Empty Promise? A Meta-Analysis of Generative AI in Education." Research Square, September 26, 2025. <https://doi.org/10.21203/rs.3.rs-7577394/v1>.
- Turkle, Sherry. "A Nascent Robotics Culture: New Complicities for Companionship." In *Machine Ethics and Robot Ethics*, 107–16. Routledge, 2020.
- Villalobos-Chávez, Magna Soledad, and Naú Silverio Niño-Gutiérrez. "Impact of Effective Mentoring on Research Skills Development in Higher Education: A Systematic Review Based on PRISMA Guidelines." *Journal of Human Resources Training*, September 30, 2025. <https://doi.org/10.35429/JHRT.2025.11.26.1.1.18>.
- Wellman, Barry. "The Network Community: An Introduction." In *Networks in the Global Village*, 1–47. Routledge, 2018.
- Yasmar, Renti, and Dian Risky Amalia. "Analisis Swot Penggunaan Chat GPT Dalam Dunia Pendidikan Islam." *Fitrah: Jurnal Studi Pendidikan* 15, no. 1 (July 29, 2024): 43–64. <https://doi.org/10.47625/fitrah.v15i1.668>.