EXAMINING INDONESIAN EFL STUDENTS' ACCEPTANCE OF CHATGPT AS A SUPPLEMENTARY ENGLISH GRAMMAR LEARNING RESOURCE

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ABSTRACT

As Artificial Intelligence (AI) becomes increasingly prominent in multiple domains, including education, the scrutiny of the acceptance of this technology is critical for future educational agendas. ChatGPT is an example of AI that garners attention in the English Language Teaching (ELT) domain. This present study sought to evaluate English as a Foreign Language (EFL) students' acceptance of the pedagogical implementation of ChatGPT as an English grammar learning resource in classrooms. To this end, a descriptive quantitative design was employed. A questionnaire rooted in the Technology Acceptance Model (TAM) was adapted to investigate 98 middle school students' technological acceptance of ChatGPT upon completing a 6-week language teaching. Several items under the concern construct were added to the questionnaire to explore students' concerns about using ChatGPT. The results suggest that the students generally had a constructive view of the usefulness, ease of use, attitude, and continuance intention to leverage ChatGPT to learn English grammar. However, some students raised concerns, such as becoming excessively reliant on ChatGPT, receiving inaccurate responses, deteriorating advanced cognitive skills, and possible academic misconduct. For pedagogical implications, this study underscores the significance of systematic instructional preparation, curricular alignment, and guidelines from educational institutions to incorporate ChatGPT into ELT classrooms.

INTRODUCTION

Grammar is often seen as challenging language knowledge to learn and master. Various students expressed their struggles when they learned English grammar. Yet, English grammar is crucial to master. Within Indonesian English foreign language (EFL) settings, English grammar is incorporated into the school curriculum. Basic English grammar concepts have been taught from secondary school levels. However, many Indonesian EFL students struggle to acquire English grammar (Aisyah et al., 2024; Komara & Tiarsiwi, 2021). Their struggles are linked to traditional English language classrooms where students passively learn from

teachers and textbooks. Students expect to have more innovative ways of learning grammar (Komara & Tiarsiwi, 2021) in which technology is employed to help them comprehend complex English grammar concepts.

Technology is becoming more prevalent to be adapted into English language teaching (ELT) classrooms (Nguyen & Dieu, 2024). Teachers and English language teaching practitioners have been prolifically harnessing technology. With the help of technology, ELT classrooms become more student-oriented, engaging, collaborative, and fun (Teng, 2024). The recent emerging technology that captivated many practitioners' and researchers' interest in ELT contexts is ChatGPT (Teng, 2024). ChatGPT is a cutting-edge chatbot that uses Artificial intelligence (AI), thus allowing it to respond to prompts in an organic, responsive, and intelligent manner (Kohnke et al., 2023). It is capable of communicating with humans and improving its comprehension based on previous interactions (Alhalangy & Abdalgane, 2023), thus generating specific, relevant, and helpful responses to its users (Teng, 2024).

This cutting-edge chatbot technology has been reported in various studies to have potential pedagogical implications (Alhalangy & Abdalgane, 2023; Hong, 2023; Slamet, 2024; Teng, 2024). Various research in the existing literature has illuminated the pedagogical merits of ChatGPT in ELT classrooms. Teng (2024) found that ChatGPT is capable of providing students with timely feedback. It also influences students' writing motivation, participation, confidence, and collaboration. In more studies, ChatGPT is considered capable of producing English language texts (Hong, 2023), doing translations (Baskara & Mukarto, 2023), providing assessment and feedback (Teng, 2024), and presenting a costumed English input (Liu et al., 2023). Nevertheless, using ChatGPT in education may bring several concerns. The concerns include the possibility of harming academic honesty (Hidayat & Sujarwati, 2024) and reducing students' capability of higher-order thinking (Zhou, 2024). ChatGPT provides students with ready-to-use information that possibly leads to an unwillingness to read from multiple sources, thus possibly jeopardizing academic honesty.

A growing number of studies in the literature have demonstrated how ChatGPT could be leveraged to help improve the quality of ELT processes (e.g., Kohnke et al., 2023; Zhou, 2024). However, there is a noticeable gap in the literature in fully comprehending the practicality of ChatGPT within ELT classrooms, particularly involving EFL students (Teng, 2024). Prior studies have illustrated the possibilities of ChatGPT usage through the investigation of ChatGPT itself (Teng, 2024). Studies that conduct real pedagogical uses of ChatGPT in classrooms are still insufficient (Liu et al., 2023; Teng, 2024). Therefore, it is still needed to conduct studies that involve the actual use of ChatGPT in classrooms and examine students' perceptions of their experiences using ChatGPT. Such a study could provide pedagogical implications of how ChatGPT can be incorporated into ELT classrooms and how the learners perceive the pedagogical implementation of ChatGPT in ELT.

Given the gap in the literature, the aspirations to contribute to instructional language teaching, and the pedagogical implications of ChatGPT in ELT contexts, this study intended to investigate students' perceptions and experiences of utilizing

ChatGPT as an additional learning resource. Following that, a research question was formulated to guide this study, i.e., how do Indonesian EFL students perceive ChatGPT in their English grammar learning?

ChatGPT for English Grammar Learning

ChatGPT has been illustrated in various studies for its capabilities to explain complex English grammar (Hong, 2023; Javaid et al., 2023; Kohnke et al., 2023; Liu et al., 2023; Teng, 2024). It can elaborate English grammar in English or learners' first languages (Kohnke et al., 2023), possibly facilitating better comprehension of complex English grammar concepts to EFL learners. Learners can request sentence examples to learn any target grammar, thus presenting the grammar in its context. Besides that, ChatGPT allows learners to evaluate the accuracy of their English sentence structure and provide explanations for their mistakes (Javaid et al., 2023; Teng, 2024), thus fostering a scaffolding mechanism, particularly for beginner learners (Hong, 2023). Additionally, it can generate English grammar exercises, which is helpful for learners to practice their English grammar (Baskara & Mukarto, 2023; Yıldız, 2023). These features thus allow learners to learn English grammar more comprehensively, and subsequently facilitate learning support and self-directed learning for English grammar learning.

Technology Acceptance Model (TAM)

The advent of new technology always deals with society's acceptance. Whether the technology will be further adopted and subsequently harnessed by its users on a large scale depends entirely on how society perceives its usefulness and ease of use, which in turn leads to the actual use of the new technology (Saif et al., 2024). One of the most prominent technology acceptance frameworks in the existing literature is the Technology Acceptance Model (TAM), developed by (Davis, 1989). This model is a conceptual framework that is deemed straightforward yet comprehensive to predict and capture the general process of new technology getting adopted in society (Huang & Mizumoto, 2024). This linear model consists of a few constructs, ranging from external variables on one edge to actual usage constructs at the other edge (Teerawongsathorn, 2023). Following the external variable, there are perceived usefulness, perceived ease of use, attitude, behavior intention, and finally leading to the actual usage at the end (Teerawongsathorn, 2023).

In addition to the constructs of the TAM system, external variables refer to several antecedents that contribute to an individual's perceived usefulness and ease of use. These antecedents include technological, societal, personal, cultural, norm, and ethical preconditions (Teerawongsathorn, 2023). Following that, there are perceived usefulness and perceived ease of use. Perceived usefulness engages with the belief of how far the new technology contributes to the enhancement of one's performance. On the other hand, perceived ease of use is the belief in how easy the technology is to be utilized (Huang & Mizumoto, 2024). Subsequently, an individual evaluates the new technology based on these two constructs of perceptions, which then leads to attitude towards use and behavioral intention to use. The attitude towards use refers to emotional dispositions towards the utilization of the new technology while the behavioral intention to use is an individual's

intentional plans about using or refraining from the actual use in the future (Huang & Mizumoto, 2024).

Due to the recent emergence of ChatGPT, particularly in the educational field, this study utilized this TAM model to measure EFL students' technology acceptance towards ChatGPT as an English grammar learning assistance. This model was considered comprehensive enough to depict students' acceptance of ChatGPT to help improve their comprehension and proficiency of English grammar concepts.

Recent Studies on ChatGPT in ELT Contexts

Studies examining the promising merits of ChatGPT in language learning classrooms (e.g., Baskara & Mukarto, 2023; Hong, 2023; Javaid et al., 2023; Kohnke et al., 2023; Liu et al., 2023). Nevertheless, many of these studies investigated ChatGPT within its context, meaning that they do not involve practical implementations of ChatGPT within ELT classrooms. Examining the practical implementations of ChatGPT's benefits from the perspectives of ELT learners is essential (Teng, 2024), as it possibly provides a better comprehension of how learners perceive ChatGPT as an English grammar learning media.

In response to the gap, an increasing number of studies have been done to leverage ChatGPT as an English learning resource and offer practical implementation of ChatGPT in ELT classrooms (e.g., Hawanti & Zubaydulloevna, 2023; Kucuk, 2024; Schmidt-Fajlik, 2023; Yıldız, 2023; Zhou, 2024). The adoption of ChatGPT in these studies yielded constructive outcomes and students tended to have positive perceptions of the integration of ChatGPT in ELT classrooms. More specifically, Hawanti and Zubaydulloevna (2023) measured the effects of ChatGPT in English writing classes. Students who used ChatGPT performed better and tended to have lower levels of writing anxiety.

In another writing class, Teng (2024) investigated students' perceptions and experiences of using ChatGPT to help them learn English writing. The results indicated positive outcomes on several English writing aspects including motivation, involvement, self-efficacy, and collaborative writing. This was because ChatGPT is capable of presenting explanations, correcting their mistakes, and doing translations. In addition, Kucuk (2024) found that students who used ChatGPT had better English grammar outcomes than students who did not. In a similar study, Yıldız (2023) found students who had access to ChatGPT during English lessons performed better in vocabulary tests and tended to have higher levels of motivation. Finally, Zhou (2024) compared two distinct groups regarding ChatGPT usage in English lessons. The study revealed that students who used ChatGPT had more optimistic perspectives toward ChatGPT as an English learning resource compared to the other group.

Overall, these studies highlighted the benefits of ChatGPT use in various English learning classes. However, due to the recent adoption of ChatGPT in ELT classes, there is still relatively limited study investigating students' perceptions and experiences of utilizing ChatGPT in learning English grammar within EFL classrooms. Therefore, it is still required to carry out such a study in more diverse ELT settings and involving different language learning aspects.

RESEARCH METHOD
Research Design

This study applied a quantitative descriptive design to explore students' experiences and perceptions after utilizing ChatGPT as a supplementary English learning resource in their EFL classrooms. A quantitative study is a study design that finds out the causal or correlation of a phenomenon by analyzing numerical data through statistical analysis (Ary et al., 2010). Furthermore, a quantitative study design is classified into experimental and non-experimental studies. The former refers to a study involving manipulated variables to determine the causal effect while the latter refers to a study involving no manipulations of variables (Ary et al., 2010). It examines variables without interventions. Examples of non-experimental studies include ex post facto, correlation, and survey or descriptive (Ary et al., 2010). This study used a survey or descriptive statistics design which aimed at presenting the characteristics of a group of individuals through a questionnaire.

Participants

A total of 98 students from three classes participated in this study. The participants are eighth graders from a public junior high school, in Bengkulu Province, Indonesia. The first author in this study was the teacher of English subjects in those classes. The number of students in each class ranges from 32 to 33 students. Their ages ranged from 13 to 15, with the Indonesian language as their native language. The majority of the students shared similar English proficiency levels, that is, beginner based on their school-administered tests. Before the study, all the participants were informed about this study plan. Their participation was based on their willingness with no adverse effects if they opted not to participate in this study. Ethical consent and clear explanations about the study plan were obtained and provided via an electronic Google form. They were also aware that their personal data would remain anonymous by excluding them from publications.

These participants were the students of English subject in a school. The subject was intended to develop students' basic English skills and knowledge. The materials consisted of basic English grammar, vocabulary, and language skills such as reading, listening, speaking, and writing. In this study, the material that was integrated with the use of ChatGPT was an English grammar tense, i.e., simple past tense.

Research Procedure

In the early stage of this study, three classes were selected to be taught using ChatGPT. The students were allowed to access their mobile devices to use ChatGPT during the lessons. The teaching and learning process involved the incorporation of ChatGPT. The integration of ChatGPT was devised based on the pedagogical compatibility framework from Kohnke et al. (2023). ChatGPT in this study was only used as a supplementary learning tool for the students. The teacher's responsibilities in teaching, supporting students, assessing their learning, and evaluating their performance remained the same. Once they had problems while doing English exercises, the students were allowed to consult their teacher, textbooks, and ChatGPT.

Prior to the actual study, the students were informed about ChatGPT. They were taught to use ChatGPT to learn English grammar. The teacher prepared and

suggested several prompts that they could try on ChatGPT. Ethical considerations, potential risks, and drawbacks of ChatGPT were also informed at the beginning of the study. This was to ensure that the students were well-informed of the drawbacks of ChatGPT. ChatGPT was only allowed to help them comprehend grammar concepts better. ChatGPT was used in the following ways.

1. The students were allowed to access ChatGPT to request explanations of grammar concepts they did not fully comprehend yet and sentence examples. They could ask the explanations in the English language or the Indonesian language.
2. The students were allowed to access ChatGPT to evaluate their sentence accuracy while doing grammar exercises such as spelling and sentence structures.
3. The students were allowed to access ChatGPT to request additional grammar exercises.
4. The students were allowed to access ChatGPT to find vocabulary they did not know and translate words and sentences they did not understand.

After the students had been taught to use ChatGPT and informed about the ethical considerations of using it, the teacher began teaching the lessons. Each lesson lasted for 120 minutes. This study ended in 6 weeks or 6 meetings. After the students had engaged in ChatGPT for at least 6 weeks, they were given questionnaires to evaluate their perceptions of ChatGPT as their additional learning resource to learn English grammar. The questionnaires were given electronically via Google Forms. Google Forms were chosen due to the ease of data collection and analysis. Once the data were obtained from the Google form, the data was then tabulated in Microsoft Excel and computed in SPSS.

Data Collection

A questionnaire was utilized to collect the data in this study. It was adapted from Teerawongsathorn's (2023) study. Originally, the questionnaire was developed based on TAM theory from Davis (1989). The questionnaire was initially not developed to measure students' perception within EFL contexts. However, proper adaptations and modifications were made to ensure that the questionnaire met the demand of this current study. The questionnaire consisted of several constructs based on the theory, including perceived usefulness, perceived ease of use, attitude towards use, and behavioral intention to use. One more construct, i.e., concerns was added and developed based on Liu et al. (2023) study. According to Liu et al. (2023), ChatGPT had some concerns, namely academic integrity, weakening in advanced cognitive thinking, and inaccurate responses. Thus, the items in the concern construct were developed based on these aspects.

Before administering the instruments, an expert in the ELT field was asked to validate the instruments of this study. Revisions and modifications were done according to the expert judgment. To address the issue of the reliability of the questionnaire, Cronbach alpha through Statistical Package for the Social Science, SPSS, was done. The reliability index was obtained at 0.839 which is considered reliable.

The instruments were presented in the Indonesian language to ensure that the participants fully comprehend the items or questions. It was rated on a 5-point

Likert scale (see Table 1). During the data collection process, the researchers allowed the participants to ask if they found a problem regarding the questionnaire. It was to address any issues or questions that the participants had while they were completing the questionnaire.

Data Analysis

Once all the participants had completed the questionnaire, the researchers began the data analysis process. The researchers started tabulating the data into Microsoft Excel. Thereafter, the researchers inputted the tabulated data into SPSS. The statistical software was utilized to compute the descriptive statistics of the quantitative data. The descriptive statistics result presented the average and standard deviation scores of the questionnaire. The result was presented in the form of a table.

For the ease of mean score interpretation and to find out the general tendency of the responses, the researchers used the following table adapted from Zaid et al. (2023).

Table 1. Mean Score Interpretation

Rank	Interpretation	Range Value
5	Strongly Agree	4.20 – 5.00
4	Agree	3.40 – 4.20
3	Neutral	2.60 – 3.40
2	Disagree	1.80 – 2.60
1	Strongly Disagree	1.00 – 1.80

Table 1 above became a guideline for mean value interpretations. Students' responses were categorized into five layers following their range values. Additionally, the table allows the researchers to identify overall trends in students' attitudes toward the use of ChatGPT in their classrooms.

FINDING AND DISCUSSION

Finding

Students' Perceived Usefulness of ChatGPT as An English Grammar Learning Resource

The following table presents the results of students' perceived usefulness of ChatGPT as an English grammar learning tool.

Table 2. Perceived Usefulness of ChatGPT as An English Grammar Learning Resource

No.	Items	M	C	SD
	Perceived Usefulness			
1	I agree that ChatGPT improves my English grammar, particularly simple past.	3.79	A	1.067
2	I agree that using ChatGPT as an additional English learning tool makes my English grammar tasks easier to complete.	4.04	A	1.045
3	I agree that the use of ChatGPT helped me understand English grammar (Simple Past) better.	3.82	A	0.945
	Total Mean Score	3.88	A	

Note: M = Mean, C= Category, SD = Standard Deviation, A = Agree

As presented in Table 2, all the items in the perceived usefulness construct were in the "agree" category and received a total mean value of 3.88, implying that most students agreed that ChatGPT is a useful English grammar learning tool. More specifically, the mean score of item one is 3.79. This indicated that most students

believed that ChatGPT could enhance their English grammar, particularly simple past tense. The mean score of item two is 4.04, suggesting that the students predominantly found ChatGPT a helpful tool for their English grammar tasks. With the tool, they managed to complete the tasks more easily. Finally, the mean score of item three is 3.82, meaning that the students mostly agree that ChatGPT assisted them in comprehending English grammar concepts better. All their responses could be attributed to their learning experiences engaging with ChatGPT to learn simple past tense. They found ChatGPT a great resource for them to learn and comprehend English grammar concepts.

Students' Perceived Ease of Use of ChatGPT as An English Grammar Learning Resource

The following table shows the result of the students' perceived ease of use of ChatGPT as an English grammar learning tool.

Table 3. Perceived Ease of Use of ChatGPT as An English Grammar Learning Resource

No.	Items	M	C	SD
	Perceived Ease of Use			
4	I agree that learning to operate ChatGPT as an English grammar learning tool is easy and does not require significant effort.	3.79	A	0.955
5	I agree that using ChatGPT to learn English grammar feels intuitive and straightforward.	3.84	A	0.992
6	I agree that it's easy to get ChatGPT to learn English grammar.	3.95	A	0.946
	Total Mean Score	3.86	A	

As demonstrated in Table 3, all the items in the perceived ease of use construct were in the category of "agree" and obtained a total mean score of 3.86, indicating that most students agreed that using ChatGPT is convenient and effortless. Moreover, the mean score of item four is 3.79, suggesting that most of the students found that ChatGPT was not difficult to operate as an English grammar learning tool. The mean score of item five is 3.84, implying that the students predominantly agreed that using ChatGPT to learn English grammar feels user-friendly and simple to use. Additionally, the mean score of item six is 3.95, indicating that most of the students found ChatGPT straightforward to study English grammar.

Students' Attitude Towards Use of ChatGPT as An English Grammar Learning Resource

The following table illustrates the result of the students' attitude towards the use of ChatGPT as an English grammar learning resource.

Table 4. Attitude Towards Use of ChatGPT as An English Grammar Learning Resource

No.	Items	M	C	SD
	Attitude Towards Use			
7	I feel positive about utilizing ChatGPT as an additional English learning tool to learn English grammar, such as simple past.	3.90	A	0.979
8	I feel comfortable in my ability to use ChatGPT as an English grammar learning tool effectively.	3.72	A	1.043
9	I feel that using ChatGPT as an English grammar learning tool is beneficial for completing my tasks.	3.99	A	1.010
	Total Mean Score	3.87	A	

As depicted in Table 4, all of the items in the attitude towards use construct were in the category of "agree" and received a mean value of 3.87, indicating that most of the students had a favorable attitude towards the utilization of ChatGPT as an English grammar learning resource. Furthermore, the average score of item seven is 3.90, suggesting that most of the students had constructive emotions regarding harnessing ChatGPT as an additional English learning tool to learn English grammar. In addition, item eight received a mean score of 3.72, denoting that the students generally believed in their capacity to utilize ChatGPT as a tool to learn English grammar. Finally, item nine obtained a mean value of 3.99, implying that the students predominantly considered ChatGPT useful to assist them in completing their tasks.

Students' Behavioural Intention to Use ChatGPT as An English Grammar Learning Resource

The following table demonstrates the result of the students' behavioral intention to use ChatGPT as an English grammar learning resource.

Table 5. Behavioral Intention to Use ChatGPT as An English Grammar Learning Resource

Behavioural Intention to Use				
No.	Items	M	C	SD
10	I am likely to continue using ChatGPT as an English grammar-learning tool in the future.	3.38	N	1.214
11	I am likely to recommend ChatGPT as an English grammar-learning tool to others.	3.57	A	1.015
12	I plan to use ChatGPT as an English grammar-learning tool in my future tasks.	3.51	A	1.151
	Total Mean Score	3.48	A	

Note: N = Neutral

As highlighted by Table 5, two of the items in the behavioral intention to use construct were in the category of "agree" while one item in this construct was in the category of "neutral". However, the total mean score of all items in this construct was 3.48 and in the category of "agree", indicating that most students had plans to leverage ChatGPT at a later time. Moreover, item ten received a mean score of 3.38, alluding that the students neither agreed nor disagreed to carry on utilizing ChatGPT as an English grammar-learning resource in the future. This neutral category reflects ambivalence or lack of significant leaning in either direction. This could be inferred that the students were still undecided about utilizing the tool as a grammar learning in the future. Additionally, item eleven gained a mean value of 3.57, denoting that the students generally agreed to recommend ChatGPT as an English grammar-learning resource to others. Finally, item twelve obtained a mean score of 3.51, signifying that the majority of students show a positive consensus on utilizing ChatGPT as an English grammar-learning tool for their future assignments.

Students' Concerns of ChatGPT Use

The following table demonstrates the result of the students' concerns about the use of ChatGPT as an English grammar learning resource.

Table 6. Students' Concerns of ChatGPT Use

	Concern			
No.	Items	M	C	SD
13	I am concerned that using ChatGPT might make me too dependent on it, reducing my motivation to learn on my own.	3.50	A	1.229
14	I am concerned that using ChatGPT may prevent the development of my critical thinking skills.	3.32	N	1.163
15	I am concerned that ChatGPT may provide inaccurate information.	3.29	N	1.112
16	I worry that using ChatGPT might make me put in less effort to find answers or solve problems by myself.	3.45	A	1.185
17	I am concerned that being too dependent on ChatGPT would lead me to become dishonest in doing my tasks or tests.	3.39	N	1.249
	Total Mean Score	3.39	N	

As presented in Table 6, two items were in the category of "agree", while three items were in the category of "neutral". Aligned with that, the total mean score of all items was 3.40 and in the category of "neutral". This could be inferred that most of the students neither agreed nor disagreed regarding the concerns of using ChatGPT. They were in a neutral stance on this matter, meaning that they might feel unsure or lack adequate information to decide their position. Furthermore, the mean value of item thirteen is 3.51, suggesting that most of the students had a concern about becoming overly reliant on ChatGPT. Item fourteen received a mean score of 3.33, indicating a moderate or undecided response on the issue of harming critical skills. The average value of item fifteen is 3.30, revealing that the students neither agreed nor disagreed on this item. They might be unsure of the fact that ChatGPT could produce incorrect responses. Item sixteen obtained an average value of 3.45, denoting that the students were predominantly concerned about ChatGPT is likely to make them reluctant to do independent learning. Lastly, item seventeen obtained a mean score of 3.39, suggesting that the majority of students were undecided about this item. They might be unsure of the fact that being heavily dependent on ChatGPT could lead to academic dishonesty.

Discussion

The first construct of the questionnaire dealt with the issue of the perceived usefulness of ChatGPT as an English grammar learning tool. The result highlighted that most of the students perceived ChatGPT as a beneficial English grammar learning tool. They agreed that ChatGPT enhanced their English grammar competence, made them complete their English grammar exercises easier, and helped them better comprehend complex English grammar concepts. This result could be ascribed to their learning experiences harnessing the tool to learn English grammar in classrooms. Furthermore, these results (e.g., Nguyen & Dieu, 2024; Phuong, 2024)(e.g., Nguyen & Dieu, 2024; Phuong, 2024). These studies used similar instruments, such as a questionnaire, to investigate learners' perceptions of ChatGPT in ELT contexts. Nguyen and Dieu (2024) investigated students' perception of ChatGPT as a writing assistant tool and found that ChatGPT was a helpful tool for English writing. Similarly, Phuong (2024) revealed that students had an optimistic perspective pertaining to ChatGPT as an English learning tool.

The advantages of ChatGPT as an English grammar tool were acknowledged in other prior studies (Baskara & Mukarto, 2023; Javaid et al., 2023; Kohnke et al., 2023; Teng, 2024; Yıldız, 2023), utilizing a wide variety of research designs. ChatGPT was found to be able to highlight grammatical mistakes (Kohnke et al., 2023), explain grammar concepts (Kohnke et al., 2023), suggest language improvements (Yıldız, 2023), provide more grammar exercises tailored to learners' needs (Baskara & Mukarto, 2023), do translations (Javaid et al., 2023), and evaluate sentence accuracy (Teng, 2024).

The second construct of the questionnaire addressed the issue of perceived ease of use of ChatGPT as an English grammar learning resource. The result revealed that the students predominantly agreed that utilizing ChatGPT to learn English grammar was not difficult, easy to operate, and did not require significant effort. This result corroborated the results of Nguyen and Dieu (2024). They found that ChatGPT was user-friendly and convenient for English writing assistants. This finding might be tied to the prior construct, i.e., perceived usefulness. Fathali and Okada (2018) underscored that the perceived ease of use construct may be impacted by the perceived usefulness construct, which subsequently determines the intention to use. In other words, learners' perceived ease of use of ChatGPT is influenced by their perceived usefulness of ChatGPT, which subsequently contributes to their future intention to use ChatGPT.

The third construct of the questionnaire covered the issue of attitude towards use. The students generally had a constructive attitude toward utilizing ChatGPT as an English grammar learning tool. The result was aligned with the results of Nguyen and Dieu (2024). The majority of learners in their study also had an approving attitude towards leveraging ChatGPT as an English writing assistant. Likewise, Phuong (2024) disclosed that the students had a positive attitude towards using ChatGPT due to its promptness and reliable translation feature, thereby addressing their English learning problems.

The fourth construct of the questionnaire explored the issue of behavioral intention to use. The result suggested that the students predominantly had a continuance intention to use ChatGPT as an English grammar learning tool. This result was similar to Nguyen and Dieu (2024) who also uncovered the majority of learners had the intention to continue harnessing ChatGPT as an English writing assistant. In addition, this finding might be linked to the earlier findings of this study that the students in this study generally had a constructive view of ChatGPT's usefulness and ease of use. Fathali and Okada (2018) pointed out that perceived ease of use leads to perceived usefulness and continuance intention to use. It could be inferred that if they consider ChatGPT a useful equipment for English grammar learning and practical to use, they are most likely to continue to use it beyond their ELT classrooms.

The fifth construct of the questionnaire focused on the issue of concerns. The result demonstrated that the students expressed concerns on some items of the questionnaire. They were found to be worried about becoming overly reliant on ChatGPT thereby leading to reluctance to do independent learning. However, the result of some other items in this construct indicated a neutral stance. Three items were in the neutral category, implying that the students neither agreed nor disagreed

about the possibility of ChatGPT harming critical thinking skills, providing inaccurate information, and leading to academic dishonesty. This neutral stance suggests that the students feel indifferent or undecided about these items. This could be associated with the possibility that the students were unaware of the likelihood of declining critical thinking skills, incorrect information, and academic dishonesty caused by being overly dependent on ChatGPT. Slamet (2024) stated that despite having a lot of merits as a digital language learning assistant, ChatGPT may have some problems including language accuracy and technological dependence. Moreover, Liu et al. (2023) substantiated that ChatGPT may have several drawbacks, including inaccurate responses, a decrease in higher cognitive skills, and academic misconduct.

Overall, the results underscored that the students predominantly held a favorable perspective of ChatGPT as a supplementary English grammar learning tool in their ELT classrooms. Yet, some concerns were raised by the students such as inaccurate responses generated by ChatGPT, becoming excessively reliant on ChatGPT, a decline in higher cognitive skills, and academic misconduct. To tackle these concerns, some pedagogical interventions may need to be done in advance. Kohnke et al. (2023) highlighted three aspects of ChatGPT integration for language learning. The aspects include technology proficiency, social awareness, and pedagogical compatibility. Teachers need to have technology competence on how to best leverage the tool for their learners, communicate social awareness to deal with ethical conduct, potential risks, and drawbacks of ChatGPT, and find pedagogical compatibility of the tool with language learning activities. With systematic instructional prepartion, pedagogical support, curricular alignment, and guidance from educational institutions, the potential drawbacks of ChatGPT could be mitigated and harnessed to its fullest potential (Liu et al., 2023; Slamet, 2024).

CONCLUSION AND SUGGESTION

This study's findings shed light on how the students perceived the usefulness, ease of use, attitude, continuance intention to use, and concerns of ChatGPT as a supplementary learning resource to learn English grammar. The results yielded that the majority of students had a constructive overview of ChatGPT as a complementary grammar learning resource. They showed a continuance intention to use ChatGPT beyond their ELT classrooms for English learning. They found that ChatGPT boosted their English grammar competence and assisted them in learning complex grammar concepts and completing their grammar exercises. Furthermore, this study illuminates some concerns regarding ChatGPT. The concerns include becoming excessively dependent, inaccurate responses, declining advanced cognitive skills, and academic misconduct. These findings point to substantial pedagogical implications for the inclusion of ChatGPT in ELT classrooms. To successfully integrate ChatGPT into ELT classrooms, systematic instructional preparation, pedagogical support and compatibility to language learning activities, and curricular guidance are still required to help teachers and students navigate the complexities of ChatGPT integration.

Despite the substantial insights provided by this present study, this study is not without its drawbacks. A limited number of participants in this study could

restrict the generalizability of this study. Further studies involving more participants in more diverse EFL contexts may be worth further investigation. Aside from that, future studies involving pedagogical interventions such as experimental studies may be needed to observe the effects of ChatGPT as its intervention on learners' academic achievement and emotional aspects of learning.

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