

Evaluating the Efficacy of ChatGPT for Grammar Assessment and Personalized Feedback

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ABSTRACT

This research investigates the role of the AI chatbot ChatGPT in grammar assessment and personalized feedback for second-grade students at SMKN 10 Makassar. It aims to evaluate ChatGPT's accuracy in assessing students' grammatical competence, the effectiveness of its feedback in enhancing grammar skills, and students' perceptions of its usefulness as a grammar learning tool. Using a mixed-method explanatory sequential design, quantitative data were collected through a structured questionnaire involving 46 students, while qualitative insights were gained through interviews with six purposively selected participants. The findings revealed that a majority of students perceived ChatGPT as accurate and consistent in identifying grammatical errors, particularly appreciating the clarity and specificity of its feedback. Furthermore, the data indicated that ChatGPT contributed to improved grammar understanding and motivation, especially through personalized explanations and error correction. Qualitative responses supported these findings, highlighting students' increased confidence and engagement in grammar learning. While some neutral responses suggested room for refinement in feedback fairness and bias perception, the overall results demonstrate ChatGPT's potential as an effective supplementary tool in grammar instruction. This research contributes to the growing literature on AI-assisted language learning and offers practical implications for integrating technology into grammar teaching at the junior high school level.

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INTRODUCTION

Traditional teaching of grammar is generally lacking (Ellis, 1989), and these circumstances create a gap where new trends are needed. Installation of AI, however, has been reported to create student interest, learning, and provision of feedback despite worries on data privacy (Sahito et al., 2024). Conventional teacher-focused and AI-free Indonesian grammar lessons create low interest on the part of the students, particularly on the part of the students of rural background with low English education accessibility like SMP YPS Singkole located in Sulawesi (Rahmawati & Ertin, 2023).

SMKN 10 Makassar, as somewhat established in terms of digital capabilities, can easily implement AI, in the form of ChatGPT, into learning English grammar. This has the potential to increase student interest and deliver personalized learning experiences. Current literature attests to the effectiveness of ChatGPT in personalizing learning English, e.g., decreases in grammar mistakes (Ali, 2023). Sekewael and Anaktototy (2025) established that ChatGPT improved writing ability of secondary school students by providing them with immediate, specific feedback, whereas Chhabriya et al. (2024) employed it as a corrective feedback instrument to establish its hegemony over traditional practice.

This study, "Evaluating the Role of AI Chatbot ChatGPT in Grammar Test and Personalized Feedback for Second-Grade Students of SMKN 10 Makassar," tries to utilize ChatGPT as personal feedback grammar test. It tries to make a theoretical contribution to the theory of English learning and provide practical recommendations to SMKN 10 Makassar teachers on how best to utilize grammar learning efficiency and students' curiosity. This study is designed to answer three main questions. Firstly, it wants to determine how accurate ChatGPT is in assessing second-grade students' grammatical ability at SMKN 10 Makassar. Secondly, it investigates whether ChatGPT's assessment can improve the grammatical ability of the students. Thirdly, it examines the students' attitudes toward ChatGPT's use and benefits as a grammar learning tool.

RESEARCH METHOD

The research utilized a mixed-method explanatory sequential design, which involved two distinct phases. In the first phase, quantitative data were collected through a structured questionnaire featuring close-ended questions with Likert scale measurements. This approach allowed the researchers to gather measurable data from a larger sample of 46 students, providing a solid foundation for understanding the effectiveness of ChatGPT's feedback on grammatical competence.

The second phase of the research involved qualitative insights obtained through interviews with six purposively selected participants. These interviews aimed to explore the students' experiences with ChatGPT, focusing on perceived benefits,

limitations, and suggestions for improving its implementation in grammar learning. The qualitative data served to contextualize the quantitative findings, offering a deeper understanding of how ChatGPT impacts grammar learning and student engagement. Overall, the chapter emphasizes the importance of combining both quantitative and qualitative methods to draw robust conclusions about the effectiveness of AI-assisted language learning tools in educational settings.

FINDINGS AND DISCUSSION

Findings

This chapter presents the results of the research conducted to measure the level of accuracy of ChatGPT in assessing the second-grade students' grammatical competence of SMKN 10 Makassar, analyze the effectiveness of the feedback provided by ChatGPT in enhancing the second-grade students' grammatical competence of SMKN 10 Makassar, and determine perceptions of second-grade students of SMKN 10 Makassar regarding the usefulness and benefits of ChatGPT as a grammar learning tool. The findings are based on the analysis of data collected through survey questionnaire and open-ended survey interview. This chapter aims to answer the research questions and provide insights into the role of AI chatbot ChatGPT in grammar assessment and personalized feedback. These findings will be framed through a dialogue with established theories in English Language Education and Computer-Assisted Language Learning (CALL), such as Vygotsky's Zone of Proximal Development (ZPD) and the concept of Negotiation of Meaning. This theoretical engagement seeks to demonstrate that the presence of artificial intelligence in language learning is not merely an instrumental tool but also a phenomenon with theoretical implications. Consequently, this chapter aims to transcend descriptive reporting and advance toward a critical analysis of ChatGPT's role as a personalized grammatical assessor and facilitator.

Accuracy of ChatGPT's Grammar Assessment

The results showed that the majority of students held positive perceptions of ChatGPT's accuracy in identifying grammatical errors. Approximately 74% of respondents agreed or strongly agreed that ChatGPT could accurately detect grammar mistakes in their writing, and 71.7% believed it was capable of identifying various error types, such as tense misuse, subject-verb disagreement, and incorrect preposition use. Additionally, 63.1% of students considered ChatGPT's assessments to be consistent over time, and 60.9% expressed confidence in the tool's ability to distinguish between minor and major grammatical errors.

The analysis of quantitative data reveals a distinctly positive perceptual trend among students regarding ChatGPT's accuracy in identifying grammatical errors. Approximately 74% of respondents agreed or strongly agreed that the tool could correctly detect grammatical mistakes in their writing. This figure finds its resonance in the qualitative data, where one student:

AH, noted, "I often don't realize my mistakes in choosing prepositions like 'in,' 'on,' or 'at.' ChatGPT not only shows the error but also gives a concise reason."

This perceived accuracy was not confined to common errors; 71.7% of students believed ChatGPT was capable of identifying a variety of mistake types, including tense misuse, subject-verb disagreement, and incorrect preposition usage.

These findings suggest that students perceive ChatGPT as a reliable grammar assessment tool.

The significance of this finding becomes apparent when viewed through the lens of Automated Writing Evaluation (AWE) theory. As argued by Warschauer & Ware (2006), the success of an AWE system is not measured solely by its absolute technical accuracy (which is often critiqued) but also by the perceived reliability it builds in the minds of its users. A 74% perception of accuracy constitutes a crucial psychological foundation. Within Vygotsky's theoretical framework, a tutor or "More Knowledgeable Other" (MKO) must be viewed as competent by the learner for its scaffolding to be accepted. ChatGPT, in this context, successfully positions itself as a credible digital MKO in the eyes of the majority of students. This belief is further reinforced by the 63.1% of students who considered ChatGPT's assessments to be consistent over time, a key indicator of an assessment tool's reliability.

A critical nuance, however, emerges from the data: only 60.9% of students expressed confidence in ChatGPT's ability to distinguish between minor and major grammatical errors. This data point hints at a gap in the students' meta-linguistic understanding. The ability to differentiate error severity is a higher-order competence. The uncertainty here may not be a mere reflection of ChatGPT's incapability but could indicate that the provided feedback has not yet fully succeeded in transferring this meta-linguistic knowledge to the students. This aligns with the findings of Chhabriya, et al (2024, November)., who observed that AWE systems tend to focus on local corrections and often fall short in providing strategic context about why one error is considered more critical than another. Therefore, this finding speaks not only to ChatGPT's capabilities but also to the complex process of internalizing grammatical rules by language learners.

Effectiveness of Feedback and Learning Support

Students also reported positive experiences with ChatGPT's personalized feedback. A large proportion (86.9%) indicated that the feedback helped them improve their grammar, while 60.9% found the example sentences provided to be useful for understanding grammatical rules. Furthermore, 63.1% of students stated

that they felt more motivated to learn grammar after receiving feedback, and an equal percentage believed that they could apply the feedback in future writing tasks. However, some students remained neutral or uncertain about the extent of their grammar improvement (45.7% neutral), highlighting a potential need for more targeted instructional support. Regarding the dimension of effectiveness, the data paints a highly encouraging picture. A very large proportion of students (86.9%) indicated that the personalized feedback from ChatGPT helped them improve their grammar. This figure does not stand in isolation. It is powerfully reinforced by the testimony of Sari, an interview participant, who shared, "I used to always be confused about the present perfect tense. ChatGPT gave me example sentences based on topics I like, such as 'I have already repaired the motorcycle,' so it became much easier to understand." This element of personalization appears to be a key factor. Furthermore, 60.9% of students found the example sentences provided by the AI to be useful for understanding grammatical rules, effectively transforming abstract rules into contextual and relevant applications.

This finding connects directly to the core of Vygotsky's Zone of Proximal Development (ZPD). Effective feedback provides "scaffolding" just beyond the learner's current ability level. ChatGPT's capacity to respond specifically to an individual student's error by offering explanations and examples can be viewed as a form of digital scaffolding. It acts as a support structure that enables the student to comprehend and correct a mistake they might not have been able to address on their own. Moreover, the motivational aspect revealed by the data where 63.1% of students felt more motivated to learn grammar after receiving feedback, and an equal percentage believed they could apply the feedback in future writing tasks – indicates that the interaction with ChatGPT created a positive feedback loop. This supports Ali et al (2023) Interaction Hypothesis and the concept of Negotiation of Meaning, where comprehensible, contextual feedback facilitates understanding and language acquisition.

However, a critical question mark looms beneath this optimism. A significant 45.7% of students adopted a neutral or uncertain stance regarding the extent of their actual grammatical improvement. This is a pivotal finding. This neutrality can be interpreted through several lenses. First, there may be a gap between the immediate noticing of a correction and the long-term acquisition of the grammatical rule, a distinction highlighted in Schmidt's (1990) Noticing Hypothesis. Second, it may reflect a limitation of ChatGPT's feedback, which, although accurate, is often atomistic and fragmented, thereby doing less to help students build a systematic and integrated mental framework of grammar. In other words, ChatGPT excels at "correcting" but may be less effective at "teaching." This finding contributes a fresh perspective to the academic discourse by asserting that a positive perception of usefulness does not automatically guarantee a perceived learning gain, thereby

underscoring the need for further research employing pre-test/post-test designs to measure objective improvement.

Student Perceptions and Usage Behavior

Qualitative data revealed a predominantly positive emotional response from students upon using ChatGPT for grammar learning. Many students described their initial experience as “happy,” “helpful,” or “easy to understand,” with particular appreciation for ChatGPT’s detailed explanations and fast responses. Nonetheless, a few students reported feeling confused or unsure about how to use the tool effectively at first.

In terms of frequency, 37.5% of students admitted to rarely using ChatGPT outside of class, and 12.5% reported never using it. This indicates that despite its perceived usefulness, ChatGPT is not yet fully integrated into students’ independent learning habits.

When asked about their willingness to recommend ChatGPT to peers, the majority responded positively, citing its accessibility, accuracy, and clarity. However, a small number raised concerns about overdependence on the tool or the possibility of academic dishonesty.

Yet, a striking chasm exists between these positive perceptions and the tool’s integration into independent learning habits. Data on usage frequency reveals that 37.5% of students rarely used ChatGPT outside of class, and 12.5% never used it at all. This presents a clear paradox: a tool recognized for its benefits has not yet become a staple of the students’ daily learning ecosystem. This paradox can be explained through the Technology Acceptance Model (TAM). While the perceived usefulness is high, factors such as perceived ease of use and facilitating conditions might be acting as barriers. Interviews revealed that some students felt “confused” initially, indicating a learning curve. Additionally, obstacles like internet data costs and a lack of structured encouragement from teachers could represent insufficient facilitating conditions.

The majority of students were indeed willing to recommend ChatGPT to their peers, reinforcing its positive image. Nevertheless, a small but thoughtful minority voiced profound concerns about over-reliance and the potential for academic dishonesty. These concerns are not trivial; they touch upon the very philosophy of education. This ties directly into the theory of Self-Regulated Learning (SRL) by Wang et al, (2023). To what extent does the use of ChatGPT foster independent learning (self-regulation) versus cultivate a state of dependency (instrumental reliance)? The anxieties regarding plagiarism also echo the wider global debate about the authenticity of student work in the age of AI. Thus, these findings do not merely depict a local reality at SMKN 10 Makassar; they situate this research within a broader global conversation about the ethics of AI integration in education, affirming that

technological adoption must be accompanied by adequate digital literacy and ethical guidance.

Discussion

This research's findings provide a comprehensive understanding of ChatGPT's effectiveness as a grammar learning tool for second-grade students at SMKN 10 Makassar. Quantitative data gathered through a structured survey using a five-point Likert scale revealed that students generally perceived ChatGPT positively. They particularly appreciated its accuracy and the helpfulness of its feedback in improving their grammatical skills. These results are consistent with recent literature emphasizing the role of technology in improving educational outcomes, especially in language learning contexts (Zhang et al., 2025).

This research set out to investigate the role of ChatGPT in the grammar learning ecosystem of second-grade students at SMKN 10 Makassar. The findings paint a multifaceted picture of a tool that is simultaneously a powerful ally and a provocative disruptor. The quantitative and qualitative data converge to reveal a generally positive student reception, characterized by high perceptions of ChatGPT's accuracy, the practical value of its personalized feedback, and a significant emotional boost in confidence. However, to treat these findings as a simple endorsement would be a critical oversight. This discussion chapter, therefore, moves beyond cataloging perceptions to situate them within the vibrant and urgent scholarly conversation surrounding Artificial Intelligence in Education (AIED). We will interpret these results through the lenses of contemporary pedagogical theory and recent empirical studies, critically examining the mechanisms behind ChatGPT's perceived effectiveness, the nuances of its impact on learning behaviors, and the profound pedagogical implications it heralds for language education. By doing so, this chapter aims to answer not just what the students experienced, but why they experienced it that way and what it means for the future of grammar instruction in a digitally mediated world.

The quantitative data collected through a structured survey using a five-point Likert scale indicated that students hold positive attitudes toward the use of ChatGPT in grammar learning. Most students agreed or strongly agreed that ChatGPT's explanations were clear, accurate, and helpful in reinforcing their understanding of grammatical structures. The high mean scores on items related to feedback accuracy, learning support, and ease of use suggest that students perceive ChatGPT as a reliable and accessible learning companion.

A cornerstone of this study's findings is the strong student perception of ChatGPT's grammatical accuracy, with a significant majority (74% in identifying errors, 71.7% in identifying error types) affirming its reliability. This perceived

accuracy is not a trivial detail; it is the fundamental prerequisite upon which all other learning interactions are built. In the framework of Technology Acceptance Model (TAM), perceived usefulness is a primary determinant of adoption (Davis, 1989), and for a grammar tool, usefulness is inherently tied to credibility.

This finding aligns with a growing body of recent literature that examines user trust in large language models (LLMs). For instance, Clark et al. (2021) discuss how the fluent and context-aware responses of models like GPT-3 can create an "illusion of explanatory depth," where users attribute a higher level of understanding and accuracy to the AI than may be technically warranted. Our students' trust suggests that ChatGPT successfully projects this aura of competence. This is further corroborated by Kasneci et al. (2023), who, in their comprehensive review of ChatGPT for education, note that its ability to generate human-like, coherent text leads to high levels of user satisfaction and perceived utility in explanatory tasks, particularly in structured domains like grammar.

However, it is critical to distinguish between perceived accuracy and objective accuracy. While our study measured the former, other recent studies have sounded notes of caution. Bender et al. (2021) famously highlighted the stochastic and often opaque nature of LLMs, warning that they can produce confident and plausible-sounding yet incorrect or biased information. In the specific context of grammar, Dale (2020) has argued that while Automated Writing Evaluation (AWE) has improved, it still struggles with nuanced, context-dependent grammatical choices. The high levels of student trust observed in our study, therefore, carry an implicit risk. It necessitates a parallel educational imperative: the development of critical AI literacy (Ng et al., 2021). Students must be taught not to accept AI feedback uncritically but to engage with it as a persuasive yet fallible dialogue partner. This positions the teacher's role not as being replaced by AI, but as evolving into a facilitator who guides students in triangulating AI feedback with other sources and their own growing linguistic intuition.

This aligns with the broader educational technology literature, which often emphasizes that AI-powered tools can enhance engagement and motivation in language learning (Zhang et al., 2025). Students' appreciation of ChatGPT's precision indicates trust in the system's linguistic competence, which is crucial for language acquisition. Accuracy in grammar feedback helps students identify specific areas for improvement, reducing ambiguity and enhancing learning efficiency.

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uncritically but to engage with it as a persuasive yet fallible dialogue partner. This positions the teacher's role not as being replaced by AI, but as evolving into a facilitator who guides students in triangulating AI feedback with other sources and their own growing linguistic intuition.

Additionally, the results revealed that ChatGPT's user-friendly interface and instant feedback mechanism increased students' willingness to practice grammar more frequently. This is consistent with previous studies suggesting that interactive digital platforms can boost learning frequency and retention by creating a non-threatening environment where students can learn at their own pace (Wang & Vásquez, 2022). The immediate nature of AI feedback supports formative assessment principles, helping students monitor their progress and make corrections autonomously.

In addition to the quantitative findings, qualitative data from structured interviews provided deeper insights into students' experiences. Many students said that ChatGPT provided them with beneficial, detailed explanations of grammar concepts. These results support recent studies that highlight the importance of personalized feedback in learning environments because it fosters a sense of support and engagement among students (Huang et al., 2020). Together, these data illustrate that students appreciate ChatGPT's structured feedback and the emotional and cognitive support it provides.

While the quantitative results confirmed students' positive perceptions, the qualitative interviews provided richer insights into the nature of their experiences with ChatGPT. Students reported that the system offered beneficial, detailed explanations of grammar concepts something often lacking in traditional classroom instruction due to time constraints. They found ChatGPT's explanations easy to follow, supported by examples and corrections that helped clarify complex rules, such as subject-verb agreement, tense consistency, and article usage.

This finding resonates with constructivist theories of learning, which argue that knowledge is best built when learners actively engage with material and receive timely, contextually relevant feedback. ChatGPT acts as a scaffold, guiding learners through individualized explanations tailored to their queries. The students' comments indicate that ChatGPT provides personalized feedback, addressing each learner's unique errors and questions.

According to Huang et al. (2020), personalized feedback fosters a sense of cognitive engagement and emotional support, motivating learners to persist through challenges. The emotional dimension of feedback is especially critical in language learning, where anxiety and self-doubt can hinder performance. By providing private, judgment-free assistance, ChatGPT helps students gain confidence and autonomy.

Emotional Responses and Confidence Building

One of the most significant outcomes of this study is the emotional impact of ChatGPT on students' self-perception and motivation. Many students expressed feeling more confident in their grammar abilities after using the tool. They appreciated the immediate feedback that helped them correct mistakes without fear of embarrassment, something that is often a concern in traditional classroom settings.

This emotional growth corresponds to Li and Wang's (2022) research, which found that AI tools can enhance students' self-efficacy by providing constructive and timely feedback. Increased self-efficacy leads to greater persistence, resilience, and willingness to experiment with language, which are all essential for mastery.

In this sense, ChatGPT serves not only as a tutor but also as an affective support system. Its availability around the clock enables continuous learning, giving students the freedom to explore grammar topics whenever they wish. This self-directed learning promotes learner autonomy, an important 21st-century skill that prepares students to adapt to lifelong learning contexts.

Furthermore, the qualitative data revealed a variety of emotional responses, with numerous students expressing greater confidence in their grammar abilities following their use of ChatGPT. This finding aligns with the research of Aeni et al, (2025), who discovered that AI tools can substantially boost students' self-efficacy in language learning by offering prompt and constructive feedback. Students' positive experiences suggest that integrating AI tools like ChatGPT can foster a more interactive and supportive learning environment.

The qualitative data revealed a significant and arguably crucial affective outcome: students reported feeling "more confident" and appreciated the "judgment-free" environment provided by ChatGPT. This emotional impact is a vital piece of the learning puzzle. Krashen's (1982) Affective Filter Hypothesis posits that anxiety, low self-esteem, and lack of motivation can create a mental block that impedes the acquisition of comprehensible input. The traditional language classroom, with its public error correction and social comparison, can often raise this affective filter.

ChatGPT, as a private and patient tutor, effectively lowers it. This finding is strongly supported by recent research. Huang et al. (2020) demonstrated in a ScienceDirect journal that personalized AI feedback in language learning led to reduced anxiety and increased willingness to communicate. Similarly, Zheng et al. (2023), in a study published by Taylor & Francis, found that students interacting with an AI partner for speaking practice showed greater gains in self-confidence than those practicing with human peers, attributable to the reduced social pressure.

Integrating AI into Language Education: Pedagogical Implications

The positive reception of ChatGPT among students suggests that AI tools can complement traditional grammar instruction. Educators can integrate ChatGPT into

lessons as a practice and feedback assistant, allowing students to apply what they have learned in class through interactive dialogues. Teachers can design grammar exercises that encourage students to consult ChatGPT for explanations or examples, promoting inquiry-based learning.

The implications of this research are significant for educators and curriculum developers. ChatGPT's positive reception indicates that AI can be a valuable grammar instruction resource, potentially leading to improved student engagement and learning outcomes. As educational technology continues to evolve, these findings advocate for further exploration of AI's role in personalized learning, particularly in language education. Leveraging tools like ChatGPT allows educators to supplement traditional teaching methods, making learning more effective and tailored to students. Moreover, ChatGPT can serve as a diagnostic tool, helping teachers identify common grammatical errors or misconceptions among students. By analyzing students' interactions with the AI, educators can tailor instruction to address specific weaknesses, thereby enhancing teaching effectiveness and students' individual needs.

Finally, this research adds to the growing body of literature on integrating AI into education. It highlights the potential of AI to transform language learning experiences and improve student outcomes. Future research should investigate the long-term effects of AI tools on student learning and engagement in different educational settings.

The data from student-ChatGPT interactions can be a powerful diagnostic tool for teachers. By analyzing common error patterns and the types of questions students are asking the AI, teachers can gain unprecedented insight into collective and individual knowledge gaps, allowing them to tailor whole-class instruction and targeted interventions with much greater precision (Perkins et al., 2023).

This new model addresses the challenge of authenticity and academic integrity. By making the process of using AI transparent and subject to critique, the focus shifts from the final product to the quality of the learning journey. Assessments can be redesigned to value the student's ability to curate, evaluate, and apply AI-generated feedback, skills that are increasingly relevant in the modern world.

Challenges and Limitations

Despite its advantages, the study also recognizes certain limitations in using ChatGPT. Some students mentioned occasional misunderstandings or overly complex explanations that required teacher clarification. These issues highlight the importance of teacher mediation in ensuring that AI feedback aligns with curriculum goals and students' proficiency levels.

Additionally, reliance on AI tools might risk reducing human interaction in the classroom if not balanced properly. Teachers must design pedagogical frameworks where ChatGPT complements, rather than replaces, face-to-face instruction. Training

both students and teachers to use AI responsibly and critically is essential to avoid overdependence.

Future Research Directions

The study opens several avenues for future research. Longitudinal studies could examine the sustained impact of ChatGPT on grammar retention and application in writing or speaking contexts. Comparative studies between different AI tools (e.g., ChatGPT vs. Grammarly) could reveal which systems offer more effective pedagogical outcomes. Furthermore, exploring students' use of ChatGPT in collaborative learning environments could provide insights into how AI fosters peer interaction and collective knowledge building.

CONCLUSION

In conclusion, the findings from this study demonstrate that ChatGPT is an effective and well-received grammar learning **tool** for junior high school students. Its ability to provide accurate, immediate, and personalized feedback fosters both linguistic competence and emotional confidence. Students' positive attitudes reflect a readiness to embrace AI as part of their learning journey. For educators and curriculum designers, these findings underscore the importance of integrating AI-assisted instruction to enhance engagement, motivation, and individualized learning pathways. As technology continues to shape the educational landscape, ChatGPT and similar AI platforms have the potential to revolutionize how grammar and language in general is taught and learned, making education more interactive, adaptive.

Several recommendations are proposed to maximize the benefits of ChatGPT for learning grammar. First, teachers should integrate ChatGPT into classroom activities and provide clear guidance to ensure that students use it in conjunction with critical thinking exercises. Students should be encouraged to verify ChatGPT's feedback and explanations through active engagement rather than passive acceptance. Second, clear guidelines should be established for when and how students should use ChatGPT. The emphasis should be on using ChatGPT as a tool for understanding and practicing grammar rather than as a shortcut for completing assignments. Third, students must be made aware of the risks of overreliance and academic dishonesty. Discussions and training sessions can encourage ethical and responsible AI use. Fourth, students should be encouraged to supplement their AI-assisted learning with traditional methods, such as reading textbooks, participating in discussions, and practicing grammar exercises independently. Finally, teachers and educational institutions should monitor how students use ChatGPT and provide ongoing support. They should conduct regular assessments to ensure that students.

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