J-Shelves of Indragiri (JSI)
https://ejournal-fkip.unisi.ac.id/shelves
Email: jsipbifkipunisi@gmail.com
DOI: https://doi.org/10.61672/jsi.v8i2.3719

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

A DISCOURSE ANALYSIS OF STUDENTS' INTERACTION WITH CHATGPT IN LEARNING ENGLISH

Najwa Ninda Nadifa[1*], Hana Wasilah[2], Naura Sofi Huwaida[3], Dinda Rahmawati[4], Nisabela Mawa Fauriza[5], Dewi Puspitasari[6]
[1,2,3,4,5,6] Universitas Islam Negeri K.H. Abdurrahmah Wahid Pekalongan, Indonesia
Author (s) Email:
[1]najwa.ninda.nadifa@mhs.uingusdur.ac.id,[2]hana.wasilah@mhs.uingusdur.ac.id,
[3]naura.sofi.huwaida@mhs.uingusdur.ac.id,[4]dinda.rahmawati@mhs.uingusdur.ac.id,
[5]nisa.bela.mawa.fauriza@mhs.uingusdur.ac.id,[6]dewi.puspitasari@uingusdur.ac.id

*Corresponding Author Email: najwa.ninda.nadifa@mhs.uingusdur.ac.id

Article Info
Article History
Received:09-07-2026
Revised:14-07-2026
Accepted:15-07-2026
Published: 12-11-2026

Keywords
Discourse analysis;
Students' interaction;
ChatGPT

Abstract

This study focuses on analyzing students' interactions with ChatGPT as a digital tool in English language learning. The study involved three sixth-semester students from the English Language Education Study Program. This research employed a qualitative approach with a narrative inquiry design. Data were analyzed using discourse analysis to identify patterns of meaning and language use in students' interactions with ChatGPT. The data were collected through transcripts of conversations between students and ChatGPT, as well as students' reflections on their experiences using the tool. The collected data were then examined to understand how students expressed their ideas, asked questions, requested corrections, and responded to ChatGPT's explanations during the learning process. The results show that students use ChatGPT to practice grammar, enrich vocabulary, improve sentence construction, and obtain explanations about English language use. The interactions also demonstrate that students actively engage in the learning process by asking questions, seeking feedback, and exploring language expressions. Furthermore, students' reflections indicate that ChatGPT helps them build understanding, increase confidence, and develop their English language skills. These findings suggest that interactions with ChatGPT provide meaningful learning experiences through continuous communication and discourse practice. Thus, ChatGPT serves as a supplementary digital learning tool that supports students in learning English more independently and interactively.

INTRODUCTION

In this era of globalization, English is a very important language for us to master. According to Rao (2019), this is a language that is almost always used in the world. By understanding English, we will be able to communicate more easily with more people out there (Ilyosovna, 2020). Besides, mastering English very strongly is not only a tool for social communication but also for the advancement of scientific knowledge (Andayani, 2022). However, in the process of learning

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

English, we often face difficulties. This problem can occur because students have a lack of understanding of grammar and vocabulary (Abduholiqovna & Qurbonazarovna, 2021). In this modern era, we can face this problem by developing our English through technology, one of which is AI-based language tools that enable interactive communication, such as ChatGPT.

According to Tram (2024), Chatbot is an AI-based software application that can be used for interaction between users and the software via text or voice functions. This technology is designed to simulate human conversation and provide opportunities to practice language, so that it can make it easier for us to learn language (Hu & Skultety, 2024). Interaction with ChatGPT we can exchange ideas, ask for examples, generate texts, learn new foreign languages, perform translations between languages, and communicate with artificial intelligence in various languages. Rahman & Watanobe (2023), said that Learning English with this tool can help us in various aspects, including correcting grammatical errors and supporting other language learning activities, such as acquiring new vocabulary. This can also affect how students use language in the interaction process. In this context, the language that students use when interacting with ChatGPT reflects how they construct meaning, convey communication goals, and express their attitudes and understanding of a particular topic.

The use of appropriate language patterns in interactions between students and chatbots will also affect our learning outcomes. McLeod (2024) states that discourse analysis is a relevant approach because it not only focuses on the content of speech but also on how language is used to construct meaning, convey attitudes, and represent the speaker's experiences. On the other hand, according to Gee (2014), discourse analysis views language as a social practice used to build reality and identity in a certain context. It emphasizes that language functions not only as a tool of communication but also as a tool to shape and reflect individuals' thoughts and experiences (Fairclough, 2015). Therefore, this study aims to analyze how students interact with chat GPT and What are the patterns of language use by students in interacting with ChatGPT in learning English. This research only has one research question which focuses on " How do students

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

interact with ChatGPT in learning English?"

There are several previous studies that are relevant in exploring efforts to student interaction with ChatGPT in learning English. Research by Jang H, et al. (2026), regarding student interactions in using ChatGPT in the process of writing English essays. This study involved students with different levels of English proficiency. The research results showed that students use ChatGPT to help find ideas, vocabulary, translations, as well as to construct sentences in essay writing. In addition, students also consider ChatGPT to be a helpful and efficient tool, although it still has limitations in understanding context.

Reheem Amin (2026), in their research discusses the use of ChatGPT as an AI-based tool to improve the analytical skills of EFL students, particularly in the context of discourse analysis. The results showed a significant improvement in students' analytical skills after using ChatGPT in their learning. Students became better able to identify and analyze various aspects of discourse, such as stance, politeness, maxims and strategies, coherence and cohesion, and pragmatic meaning.

Munir et al. (2025), talk about the use of AI chatbots in English language learning, specifically in practicing speaking skills. This study used a qualitative approach, with 12 EFL students who regularly interact to use chatbots as conversation partners. The results showed that using chatbots can help increase students' confidence and learning independence. This is because chatbots provide a sense of emotional security, rapid feedback, and opportunities for independent learning.

Hu & Skultety (2024), This study explains how EFL learners perceive the use of ChatGPT in English communication, particularly through its voice-based interaction features. The results showed that most participants responded positively to the use of ChatGPT. They felt increased confidence in communicating in English and gained indirect experience interacting with the chatbot.

Jieun Han et al. (2024), this study focuses on the interaction between students and ChatGPT in learning English writing. In the study, students

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

interacted with ChatGPT to revise their essays, the purpose of each interaction, students' satisfaction levels, and essay revision history. Furthermore, students' utterances were classified into several categories based on their communication goals. The results of this study indicate certain interaction patterns between students and ChatGPT, particularly during the writing revision process.

Based on several previous studies above, it can be concluded that the use of ChatGPT in English learning provides various positive impacts, such as improving analytical skills, as well as providing a more flexible interaction experience for students. In addition, the interaction between students and ChatGPT also shows certain communication patterns that reflect the students' learning goals and needs, both in speaking, writing, and discourse analysis skills. These factors indicate that the use of ChatGPT in language learning is not only related to learning outcomes, but also to how language is used by students in the interaction process.

LITERATURE REVIEW

ChatGPT in English Language Learning

The development of artificial intelligence (AI) has introduced new opportunities for English language learning, particularly through conversational applications such as ChatGPT. ChatGPT is an AI-based chatbot designed to generate human-like responses and facilitate interactive communication between users and technology. In English language learning, ChatGPT can function as a supplementary learning resource that provides explanations, examples, vocabulary suggestions, and grammatical corrections. According to Rahman and Watanobe (2023), ChatGPT can support various language learning activities, including grammar correction and vocabulary acquisition.

Furthermore, Tram et al. (2024) explain that ChatGPT can be used as a tool for self-directed English learning, allowing learners to access language support according to their individual needs. Through this technology, students can ask questions, request explanations, practice language use, and receive immediate responses without depending entirely on classroom instruction. Hu and Skultety

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

(2024) also highlight the potential of ChatGPT in supporting English communication through interactive features that provide learners with opportunities to practice using English.

In addition, ChatGPT can support students in developing their confidence and independence in learning English. Students can explore language expressions, identify grammatical mistakes, and obtain alternative vocabulary through repeated interactions. Therefore, ChatGPT is not merely an information provider but can also serve as an interactive learning partner that supports students in developing their English language skills.

Student–ChatGPT Interaction in Language Learning

Interaction plays an important role in the language learning process because it provides opportunities for learners to express ideas, ask questions, exchange information, and receive feedback. In the context of AI-assisted learning, interaction occurs when students communicate with ChatGPT through written or spoken language to achieve particular learning objectives.

Students' interactions with ChatGPT may involve several communicative purposes, such as requesting information, asking for clarification, requesting grammatical corrections, and seeking alternative vocabulary. These activities demonstrate that students actively use language to communicate their learning needs. Rather than simply receiving information, students can continue asking questions based on previous responses to obtain a deeper understanding of the material.

Han et al. (2024) examined students' interactions with ChatGPT in English writing activities, particularly in the process of essay revision. Their study identified different interaction patterns based on students' communication goals during the revision process. Similarly, Jang et al. (2026) reported that university students used ChatGPT to generate ideas, find vocabulary, translate expressions, and construct sentences when writing English essays.

Moreover, Munir et al. (2025) found that interactions with AI chatbots could support students' confidence and independence in English speaking practice. The availability of immediate responses and opportunities for independent

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

practice allows students to participate in learning activities more comfortably.

These studies suggest that student–ChatGPT interaction involves more than a simple question-and-answer process. It represents an interactive learning activity in which students communicate their intentions, respond to feedback, and construct their understanding through continuous exchanges. Therefore, examining students' language use during these interactions is important for understanding how ChatGPT supports English language learning.

Discourse Analysis in Language Learning

Discourse analysis is an approach used to examine how language is used in communication and how meaning is constructed through linguistic expressions within particular contexts. Unlike grammatical analysis, which primarily focuses on sentence structures and linguistic forms, discourse analysis considers language in relation to communicative purposes, social contexts, and the meanings conveyed by speakers.

According to Gee (2014), language is not merely a tool for communication but also a social practice through which individuals construct meaning and represent their identities. Similarly, Fairclough (1989) explains that language is connected to social practices and power relations. This perspective emphasizes that language use should be understood within the context in which communication takes place.

In this study, discourse analysis is used to examine students' utterances during their interactions with ChatGPT. The analysis focuses on how students formulate questions, request information, seek grammatical corrections, and express their responses to the chatbot. These language patterns provide insights into students' communicative intentions and their involvement in the English learning process.

Furthermore, discourse analysis can be conducted by examining language at different levels. At the micro level, the analysis focuses on linguistic features such as vocabulary, grammar, and sentence structures. At the meso level, attention is given to the interactional context, including the relationship between students' questions and ChatGPT's responses. At the macro level, the analysis considers

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

broader social and educational contexts that influence the interaction.

Through these levels of analysis, researchers can understand not only what students communicate but also how they use language to achieve particular purposes in their interactions with ChatGPT.

Language Use and Meaning Construction in Human–AI Interaction

Language use in human–AI interaction involves the process through which users communicate their intentions and construct meaning through exchanges with artificial intelligence. In this process, students formulate questions or instructions, while ChatGPT generates responses based on the linguistic input provided. The interaction continues as students interpret the responses and develop further questions to clarify or expand their understanding.

Potter and Wetherell (2001) emphasize that language is involved in constructing versions of the social world through discourse. This perspective is relevant to student–ChatGPT interaction because students use language to express their learning needs, communicate difficulties, and seek solutions to language-related problems.

In English language learning, meaning construction can be observed when students ask ChatGPT to explain grammatical rules, provide vocabulary alternatives, or correct their sentences. For example, when a student asks for synonyms of the word "improve" and subsequently asks whether those alternatives affect grammatical structures, the interaction demonstrates an ongoing process of meaning negotiation and language exploration.

Curry et al. (2024) also discuss the relationship between generative AI and discourse studies, highlighting the relevance of examining language generated and used within AI-related communication. In this context, students' interactions with ChatGPT can be analysed to identify how linguistic expressions reflect their communicative purposes and learning experiences.

Therefore, analysing language use and meaning construction in student–ChatGPT interactions provide an opportunity to understand how students utilize language as a means of learning. This perspective serves as the theoretical foundation for examining students' conversational patterns, communicative

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

intentions, and experiences when using ChatGPT to learn English.

RESEARCH METHOD

In this study used a qualitative approach with a narrative inquiry design. This approach was chosen because the study aimed to understand students' experiences and reflections of interacting with ChatGPT in English language learning. According to Wang & Geale (2015), by narrative inquiry, researchers can obtain more in-depth information about participants' experiences and perspectives. In analyzing the data, this study used a discourse analysis approach. According to Mahmud (2017), discourse analysis is used to examine how language is used in larger units, such as conversations or written texts.

The participants are three students in sixth-semester in the English Language Education Study Program at UIN KH Abdurrahman Wahid Pekalongan. Research data were collected through transcripts of conversations between students and ChatGPT as well as students' reflections on their experiences using ChatGPT. All data were then transcribed to facilitate the analysis process.

FINDINGS AND DISCUSSION

The results show that the interaction between students and ChatGPT can create language patterns that build meaning and convey their communication goals regarding a particular topic. This can be seen from the transcript of the interaction between students and ChatGPT below.

How do students interact with ChatGPT in learning English?

Transcript student with ChatGPT (1)

1. Student: ""Hello everyone, you know today is a happy day for me, because I can do my task faster than before so I can enjoy my time."

Please correct me if the grammar is correct and if there are any inappropriate word choices. If so, please give me some words that need to be changed to make them suitable."

ChatGPT responses: "Good sentence overall you're close Just a few grammar and word choice tweaks will make it more natural.

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

Corrected version:

"Hello everyone, today is a happy day for me because I can finish my task faster than before, so I can enjoy my time."

2. "Because I can do my task" → not quite right

more precisely "because I can finish my task"

do = too general

finish = more precise (you completed it)

Other good options:

1. Complete my task

2. (more formal)

3. finish my work

"...for me, because..."

This comma is not needed

Correct: "...for me because..."

"so I can enjoy my time" → slightly understandable, but not very natural in English

Better options:

enjoy my free time (most natural)

have time to relax

enjoy my day

Student: "Thank You, this was so helpful"

In this interaction, the student clearly shows his communicative intent, requesting correction and feedback on the sentence he created. This is evident in the statement "Please correct me...", which indicates that the student is not only asking a question but also seeking evaluation and suggestions for improvement. Here students actively seek guidance, feedback, and experiences to reduce ambiguity and build trust when interacting with ChatGPT (Lupton, 2018). In other words, this utterance functions as a request for correction and improvement.

ChatGPT's response shows an effective interaction, as it provides clear corrections, explanations, and more appropriate and natural alternative word choices. This pattern mirrors the formative feedback traditionally provided by instructors and plays a crucial role in guiding learners through their self-directed learning path (Dovhaniuk, et al. 2025). This also indicates a congruence between

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

the student's intended meaning and ChatGPT's interpretation. This interaction demonstrates the student's ability to use language to clearly convey communicative goals and demonstrates an awareness of the need to improve language skills through feedback. On the other hand, social satisfaction was also evident in the interaction, where students thanked ChatGPT, expressing relief ("Thank you, this is very helpful!"), indicating that users can anthropomorphize the chatbot and treat it as an emotionally responsive partner (Liang et al., 2023; Haase & Maeda, 2024).

Micro Analysis

Based on the transcript above, at a micro level the use of vocabulary such as "please", "correct" and "give me" shows that students directly ask for help from ChatGPT. This choice of words shows a clear communication goal, namely to get corrections to the grammar and choice of words used.

From a grammatical perspective, the sentence "Please correct me if the grammar is correct" was actually still inaccurate because the student requested a check on the sentence. After receiving a response, ChatGPT revised the sentence from "do my task" to "finish my task". This change shows that ChatGPT not only corrects grammar but also chooses vocabulary more naturally used by English speakers.

The sentence structure used by the student also showed a complex sentence structure due to the causal relationship between the words "because" and "so". After receiving feedback, the student concluded the conversation with the sentence, "Thank you, this was so helpful". This sentence demonstrates a positive response to the assistance provided by ChatGPT.

Meso Analysis

The interaction come up because the student needed help completing an English assignment. Aware of the grammatical and word choice, the student chose to ask ChatGPT for corrections before using the sentence.

This situation also shows a shift in how students learn today. Whereas previously students had to wait for corrections, they can now receive immediate feedback via ChatGPT. Therefore, the interactions that emerge aren't just about

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

asking questions, but also about students' efforts to learn independently.

Macro Analysis

In the Indonesian context, especially in English language learning at universities, grammar remains a highly overlooked aspect. Many students feel less confident using English due to a fear of making mistakes. As a result, they tend to seek out resources that can provide corrections before speaking or writing.

Besides, developments in AI technology are also beginning to transform student learning culture. ChatGPT is no longer viewed simply as an information search engine, but as a learning companion capable of providing rapid corrections. This phenomenon shows a shift in learning practices from one that was previously reliant on lecturers to one that is more independent and utilizes digital technology.

Transcript student with ChatGPT (2)

*Students: "**What vocabulary** is included in regular verbs?"*

ChatGPT responses: "Regular verbs are verbs that follow a predictable pattern when changed into past tense (usually by adding -ed, -d, or sometimes -ied).

Here are some common classroom-related vocabullary (regular verbs) that you can use:

ask → asked (bertanya)

answer → answered (menjawab)

study → studied (belajar)

learn → learned (mempelajari)

listen → listened (mendengarkan)

talk → talked (berbicara)

discuss → discussed (berdiskusi)

explain → explained (menjelaskan)

practice → practiced (berlatih)

review → reviewed (mengulang pelajaran)"

Based on the transcript of the interaction above, the student's utterance "What vocabulary in class is included in regular verbs?" shows the function of a request for information (request), where the student indirectly asks ChatGPT to provide a list of vocabulary included in the regular verb category (indirectly the student also learns about grammar by asking questions about verb 2). The use of

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

language in the question reflects the student's attempt to gain a broader understanding of the second verb frequently used in class through ChatGPT (Stojanov et al., 2024). ChatGPT responses appear to provide concise definitions and examples of vocabulary requested by students, this creating an interaction between student engagement by offering an interactive and adaptive learning experience, providing instant and detailed feedback, and adapting learning content to suit each student's needs and learning pace (Dai & Liu, 2024). This suggests that ChatGPT can capture the intended meaning of student utterances, and that students have provided instructions or constructed functional linguistic meaning, and this is where interaction occurs. According to Potter & Wetherell (2001), the principles of discourse analysis state that people construct versions of their social world through the instrumentalization functionality of language.

Micro Analysis

The sentence “What vocabulary is included in regular verbs?” is a question using a WH-question. The choice of “what vocabulary” indicates that the student is seeking information about vocabulary included in the regular verb category.

From a grammatical perspective, the question is understandable, although native speakers would typically use phrases like “What are some regular verbs?” or “Which vocabulary words are regular verbs?” ChatGPT then provides definitions, vocabulary lists, and Indonesian meanings. This shows that the responses not only answer the question but also broaden students' understanding of grammar and vocabulary.

Macro Analysis

This question come up because students had difficulty differences regular verbs from other verb forms. In the process of learning English, students often memorize formulas but do not understand examples of their use. Therefore, students use ChatGPT as a supplementary learning resource that can provide quick examples. This interaction also shows that students utilize ChatGPT as a flexible learning tool. They are free to ask questions at any time without having to wait for explanations from the lecturer.

Meso Analysis

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

In the context of English language learning in Indonesia, grammar remains a topic often considered difficult by students. Learning systems that emphasize grammatical rules often force students to seek out the correct answer before using a particular language form.

On the other hand, developments in AI are beginning to transform the way students acquire knowledge. Information previously only available through textbooks or lecturers can now be accessed through chatbots, making the learning process faster and more independent.

Transcript student with ChatGPT (3)

Student: "What words can be used to replace the word 'improve'?"

ChatGPT responses: "Here are some good synonyms for "improve", depending on the meaning:

enhance (meningkatkan kualitas)

develop (mengembangkan)

increase (meningkatkan jumlah/level)

upgrade (memperbarui ke tingkat lebih baik)

boost (menaikkan secara cepat)

strengthen (memperkuat)

refine (menyempurnakan)

better (membuat lebih baik)

*Example: ChatGPT helps **enhance** students' speaking skills."*

Student: "Can the use of these words affect the existing grammatical structure when using the word "improve"?".

ChatGPT: "The use of substitute words that can refer to the word "improve" can affect grammatical structure, depending on the type of word and the context in which it is used. Some words, such as enhance, develop, and boost, can be used directly in the same way as "improve," thus not changing the sentence structure.

However, other words, such as "increase," "upgrade," or "better," have more specific usage or different grammatical patterns, so they may require adjustments in the sentence. Therefore, the choice of synonyms must consider the appropriateness of meaning and structure to ensure the sentence remains precise and natural.

Example: The word "improve" in the sentence "ChatGPT helps improve students' speaking skills."

Can be directly replaced (same structure):

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

ChatGPT helps enhance students' speaking skills.

ChatGPT helps develop students' speaking skills.

Needs adjustment (not always the same):

ChatGPT helps increase students' speaking skills. (less natural, more suitable for numbers/quantities).

ChatGPT helps upgrade students' speaking skills. (less common, usually for technology).

ChatGPT helps make students' speaking skills better. (needs additional "make")

The discourse analysis approach relates to the study of language use, focusing on how language is influenced by context and social dynamics (Curry et al., 2024). In this context, language is understood not only as a structure but also as a communication tool that has specific functions according to the needs of its speakers. The transcript shows that the meaning behind the sentence can be a question, as seen through the WH question form, as well as a request. This question is clearly evident when the student is searching for alternative words for "Improve." The sentence also conveys a request, hoping ChatGPT can provide assistance in the form of a vocabulary list that can replace "Improve." This also indicates that the sentence implies that the student wants to expand their vocabulary knowledge that can be used to replace "improve."

ChatGPT provides informative responses while simultaneously facilitating students' lexical needs. ChatGPT provides a varied list of synonyms such as enhance, develop, increase, upgrade, and others, accompanied by Indonesian translations. This demonstrates that language is used instrumentally to help students expand their vocabulary according to the context of use. This also helps students to solve problems in looking for the other word of "improve". According to Jackson (2019), AI already has predictive systems that can learn from text examples or models using learned patterns, so these tools can help students to solve problems. From a Discourse Analysis perspective, this response reflects ChatGPT constructing meaning interactively and contextually, where answers are not simply one-way but are structured to suit the learner's needs. The provision of example sentences ("ChatGPT helps enhance students' speaking skills") serves to clarify word usage in real contexts, thereby strengthening students' understanding.

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

In addition, it was seen that students again asked about the use of words provided by ChatGPT whether it would affect the existing grammatical structure. If the meaning of the utterance is analyzed, namely students feel confused about the use of words that can refer to “Improve" in grammatical placement whether it will remain the same as when using "Improve" or there is a change in grammatical structure. This means that the interaction between the student and ChatGPT Each command shapes the AI's subsequent response, while the AI's output reshapes the student's understanding of what questions to ask (Ammari et al., 2026). This also emphasizes the students' desire to want to know more deeply so that its use is not only just asking for a list of words that can be used to replace the word "Improve". This indicates that students are not only focused on lexical meaning alone, but also begin to pay attention to how language is used in context (language use), especially in aspects of grammatical structure. as well as students' efforts to understand word usage more deeply, not only limited to asking for a list of synonyms, but also to their appropriate application in sentences.

Based on this interaction, it can be seen that the questions asked by students were able to build quite effective communication with ChatGPT. This is evident from ChatGPT's responses, which provided clear, structured explanations and included concrete examples related to the use of synonyms for the word "improve" in grammatical contexts. Students' utterances demonstrated that the language patterns used were quite appropriate and well understood, so that their communicative purpose was conveyed effectively. The clarity of students' questions also encouraged the emergence of informative responses, which not only answered generally but also explained the differences in word usage in various contexts. Thus, this interaction reflects a congruence between the intent of students' utterances and the interpretations produced by ChatGPT in the communication process. ChatGPT's response can also be seen as providing corrections to the sentence by providing a brief explanation of why it is incorrect and providing the revised results. This indicates that the language pattern provided by ChatGPT to students aims to provide critical and justifiable feedback on their writing. ChatGPT also indicated that the sentence was almost good but needed to

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

be replaced due to inaccuracy. This also means that AI tools, such as ChatGPT, can assist learning processes such as problem-solving by offering guidance and instant correction (Yilmaz & Yilmaz, 2023). ChatGPT also provides explanations of words to replace with examples of sentences that help students understand. This also aims to provide additional knowledge to students.

Micro Analysis

Students use WH questions to find synonyms for the word "improve." Their choice of "replace" indicates their goal is to enrich their vocabulary so their writing is not monotonous.

In the second question, the sentence structure shifts to a more complex one, as students not only ask for synonyms but also ask whether using those synonyms will affect the grammar structure. This demonstrates the development of students' thinking processes, moving from simply knowing the meaning of words to understanding their function in sentences.

ChatGPT responses are also increasingly detailed by providing examples of the use of each synonym so that students can understand the different functions of each word.

Macro Analysis

These follow-up questions come up because students begin to realize that each word has a different grammatical function. Students don't just want to replace vocabulary, but also want to ensure that their sentences remain grammatically correct.

This shows that interaction with ChatGPT is gradual. After receiving the initial answer, students may still feel confused, prompting further questions. In other words, ChatGPT pushes students to continue exploring the material they are learning.

Meso Analysis

In the context of English language learning in Indonesia, students are often required to use a variety of vocabulary to make their writing appear more academic. This situation forces them to focus not only on word meaning but also on its appropriate use in sentences.

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

Furthermore, Indonesian educational culture still places correct grammar as an indicator of English proficiency. Therefore, students strive to ensure that any synonyms they use remain consistent with the sentence structure. ChatGPT then becomes one technology that helps meet this need by providing direct and contextual explanations.

Students Reflection

The results show a positive impact of student interaction and ChatGPT in the English learning process. This can be seen from the reflections of each student below.

"In my experience, chatGPT has been incredibly helpful in learning English, especially in expanding my vocabulary and grammar. Usually, I simply request a word from chatGPT, which I'd like to learn, and chatGPT will provide me with some missing words through instructions on the language patterns I use to interact with chatGPT. I also often ask for corrections on my written grammar and ask for explanations of why it's wrong or correct." (Student 1).

"ChatGPT really helps me understand grammar, because sometimes when I'm confused about grammar, for example, I don't understand the simple past tense, I will ask ChatGPT to explain it to me, then later he will give an explanation and examples of how the simple past tense is used and help me correct the vocabulary I use in writing simple past tense whether it is correct or wrong, and this also makes me know new vocabulary." (Student 2).

"I feel that with the help of GPT I can gradually increase my vocabulary, and it also helps me understand grammar better." (Students 3).

Based on student reflections, it can be seen that Student 1 uses phrases such as *"in my experience," "usually,"* and *"I often,"* indicating that he positions himself as an active learner. The language used is repetitive, indicating a habitual use of ChatGPT. Verbs such as "request," "ask for correction," and "ask for explanation" demonstrate a sense of control or agency in the learning process. This means that students believe ChatGPT is not only tools but also as a partner to things that can be used as personalized and needs-based learning opportunities (Sonderegger & Seufert, 2022).

Student 2 uses more structured and process-oriented language. This is evident in the use of cause-and-effect relationships such as *"because," "when I'm missing,"* and *"then."* This pattern suggests that students describe their learning experience as a systematic process, beginning with confusion, continuing with

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

questions, and concluding with explanations and examples. Thus, the language used reflects cognitive processes and conceptual understanding, particularly in learning grammar, such as the simple past tense. Within this discourse, ChatGPT is positioned as an explanatory resource that helps address issues such as structural and linguistic clarity in writing and explanations (Su et al., 2023; Warschauer et al., 2023).

On the other hand, student 3's language use appears simpler and more general than that of students 1 and 2, such as *"gradually increasing."* This indicates that the student expressed that during their interactions with ChatGPT, there was a process of moving from not knowing to knowing, from not being able to being able, resembling the gradual development of language skills. According to Durgungos & Kharrufa (2025), this can also be interpreted that students believe that GPT Chat is a powerful tool in contributing to learning interactions because of its ability to produce immediate feedback that creates a deeper understanding process and encourages creativity.

These three reflections, when viewed from the perspective of discourse analysis, focus on how language is used in social contexts (Elizabeth et al., 2012). This demonstrates that language functions not only as a means of communication but also as a tool for constructing meaning, demonstrating attitudes, and representing learners' identities.

Micro Analysis

Based on the three students' reflections, words such as "helpful," "understand," "correct," "new vocabulary," and "gradually" appeared repeatedly. The use of these words indicates that students view ChatGPT as a tool that aids their learning process. The sentences used were also dominated by personal experiences, such as "I often ask," "I feel," and "ChatGPT helps me," demonstrating students' active involvement during the learning process.

Meso Analysis

This reflection arose because students truly felt the benefits of using ChatGPT in learning English. They received immediate corrections, grammar explanations, and additional vocabulary they hadn't previously understood. This

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

experience subsequently shaped their positive perception of the use of AI as a learning tool.

Macro Analysis

This phenomenon reflects changes in learning practices in Indonesia, which are increasingly influenced by the development of digital technology. Students no longer rely solely on lecturers or textbooks as learning resources, but also utilize AI as a learning companion. This shift indicates that technology is beginning to become part of students' learning culture, particularly in improving their English skills independently.

CONCLUSION

This study concludes that students' interactions with ChatGPT in English learning demonstrate meaningful language use patterns, going beyond casual communication. Through a discourse analysis approach, it is clear that students use language to convey communicative goals, build understanding, and represent their identities as learners. The results show that students actively utilize ChatGPT to improve their grammar and enrich their vocabulary by asking questions, requesting corrections, and asking for explanations. These interactions demonstrate that language functions as a tool for learning, problem-solving, and constructing meaning. Furthermore, students' reflections demonstrate varying levels of engagement, ranging from active and reflective to more general and evaluative. ChatGPT serves not only as a learning tool but also as an interactive partner that supports the development of English language skills through contextual and meaningful discourse practices.

REFERENCES

Abduholiqovna, Q. G., Qurbonazarovna, T. D. (2021). Difficulties of Learning English. *A Multidisciplinary Peer Reviewed Journal. Volume 7*, Issue 10, October.

Amin, E. A. R. (2026). Enhancing EFL Students' Analytical Skills in Discourse Analysis; Insight and Perception of ChatGPT's Effect. *International Journal of Instruction. 19*(2), 17-38.

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

Ammari, T., Chen, M., Zaman, A. M. M., Garimella, K. (2018). How Students (Really) Use ChatGPT: Uncovering Among Undergraduate Students. *J. ACM. Volume 37*, No. 4.

Andayani, E. S. (2022). The Importance of Learning and Knowing English in Higher Education in Indonesia. *Research and Development Journal of Education*. *8*(1). 372-379.

Curry, N., Baker, P., Brookes, G. (2024). Generative AI for Corpus Approaches to Discourse Studies: A Critical Evaluation of ChatGPT. *ScienceDirect: Applied Corpus Linguistics. Volume. 4*, Issue 1. https://doi.org/10.1016/j.acorp.2023.100082

Dovhaniuk, E., Piwowar, A., Oliynyk, N. (2025). Multimodal and Cognitive Approaches to Academic Discourse in AI Supported Learning. *Cognition, Communication, Discourse. 30*, 24-39. https://doi.org/10.26565/2218-2926-2025-30-02

Durgungoz, A., & Kharrufa, A. (2026). "ChatGPT is Like StudyBuddy, a Teacher and Sometimes Just a Friend": a Longitudinal Exploration of Students' Interactions, Perception and Acceptance. *Interactive Learning Environments. Volume 34*. Issue 2. https://doi.org/10.1080/10494820.2025.2509276

Fairclough, N. (1989). Language and Power. Book

Gee, J. P. An Introduction to Discourse Analysis: Theory & Method. Book

Gui, F. O. (2025). Students Experience of ChatGPT Supported Engagement, Relational Interaction, and Confidence in Higer Education. *Journal of Educational Technology and Online Learning. Volume 8*, Issue 4. https://doi.org//10.31681/jetol.1781815

Guner, H., & Er, E. (2025). AI in Classroom: Exploring Students' Interaction with ChatGPT in Programming Learning. *Education and Information Technology. 30*:12681-12707. https://doi.org/10.1007/s10639-025-13337-7

Hu, W. C., Skultety, R. (2024). Unlocking the Learning Potential ChatGPT as a Virtual Platform for Cross-Interaction in English Language Learning. *Journal Engineering Proceedings. Volume 74,* issue 1. https://doi.org/10.33.90/engproc2024074059

Jang, H., Jin, L., & Jeongso, H. (2026). Examining University Students' Engagement with ChatGPT in English Essay Writing: Interaction Patters and Perceptions. *The Asi-Pacific Education Researcher*. 11 March

Ilyosovna, N. A. (2020). The Importance of English Language. *International Journal on Orange Technologies (IJOT). Volume 2*, Issue 01. July-August.

McLeod, S. (2024). Introducing Discourse Analysis for Qualitative Research. Linguistics Discourse Analysis. June. https://doi.org/10.13140/RG.2.2.15391.57762

November 2026. Vol.8, No,2
e-ISSN: 2721-205X
pp.42-62

Munir, B., Sulaiman, U., Rsyid M. N. A., Afif, A. (2025). EFL Student's Experience with AI Chatbots: A Critical Discourse Analysis. *Journal of the Association for Arabic and English. Vol. 11*, No. 1.

Rao, P. S. (2019). The Role of English Global Language. *Research Journal of English (RJOE). Vol. 4*, Issue 1. 07 July.

Tram, N. H. M., Nguyen T. T., Tran, C. D. (2024). ChatGPT as a Tool for Self-Learning English Among EFL Learners: A Multi-Methods Study. *ScienceDirect. Volume 127*, December. https://doi.org/10.1016/j.system.2024.103528

Vu. C. B., Cumming, J. J., Park, A. Y. (2026. Students Engagement with ChatGPT for Educational Task: Effects of Inoculation Training on Verification Intentions and Behavior. *ScienceDirect: Computer and Education Open. Volume. 10*, June. https://doi.org/10.1016/j.caeo.2026.100335