

ABSTRACT

Sari, Putri Diana. (2026). The Correlation Between EFL University Students' Frequency of Using AI in Grammar Exercises and Their Grammar Performance.

Artificial Intelligence (AI) has revolutionised English language learning by offering students individualised explanations, instant feedback, and a variety of grammar-learning tools. Although EFL students are using AI tools more frequently to help them learn grammar, it remains unclear whether this usage relates to how well students perform in grammar. Thus, the purpose of this study was to examine the correlation between the frequency with which EFL university students use AI in grammar exercises and their grammar performance.

This study employed a quantitative method with a correlational research design. The participants were 28 second-semester students in the English Language Education Department at UIN Sunan Gunung Djati Bandung, selected from one class. A grammar test was used to evaluate students' grammar performance, and a questionnaire was used to evaluate how frequently students used AI in grammar exercises. The collected data were analysed using descriptive statistics and the Pearson Product-Moment Correlation test.

The results showed that students used AI in grammar exercises relatively frequently, with a mean score of 102.86, while their performance was moderate, with a mean score of 62.35. The Pearson Product-Moment Correlation analysis revealed a very weak negative correlation between the frequency of using AI in grammar exercises and grammar performance ($r = -0.101$, $p = 0.610$). Because the significance value was greater than 0.05, the null hypothesis was accepted, indicating no statistically significant correlation between the two variables.

The findings suggest that although AI has become a frequently used learning tool among EFL university students, more frequent AI use in grammar exercises does not necessarily lead to better grammar performance. Therefore, students should use AI as a complementary learning tool rather than relying on it exclusively. Furthermore, English lecturers are encouraged to provide appropriate guidance on the effective and responsible use of AI to support grammar learning.

Keywords: Artificial Intelligence (AI), grammar exercises, frequency of AI use, grammar performance, EFL university students.