

# The Integration of ChatGPT in English Language Learning: Students' and Lecturers' Perceptions

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**Abstract.** The rapid development of artificial intelligence (AI) has transformed English language learning by creating more interactive and student-centered learning environments. This study investigated students' and lecturers' perceptions toward the integration of ChatGPT in English language learning at STIE Rajawali Purworejo. The study also explored students' learning experiences before and after using ChatGPT, including learning obstacles, confidence, motivation, and autonomous learning. This research employed a descriptive qualitative design supported by questionnaire data. The participants consisted of twenty students and one English lecturer selected purposively based on their experience using ChatGPT in English learning activities. Data were collected through questionnaires and semi-structured interviews and analyzed using thematic analysis and Criteria Content Analysis. The findings revealed that before using ChatGPT, students experienced difficulties related to grammar, vocabulary, writing anxiety, and low confidence. After the implementation of ChatGPT, students demonstrated more positive perceptions toward English learning, particularly in grammar understanding, vocabulary mastery, writing development, motivation, speaking confidence, and autonomous learning. However, concerns regarding excessive dependence on AI-generated responses and academic integrity were also identified.

**Keywords:** ChatGPT, English language learning, Artificial Intelligence, Autonomous learning, Students' perceptions

## 1. INTRODUCTION

Language is an essential medium of communication that enables individuals to express ideas, emotions, experiences, and information in various academic and social contexts [1],[2],[3]. In English language learning, students are expected to master four major language skills, namely listening, speaking, reading, and writing, because these skills support communication competence and academic achievement [4],[5]. However, many English as a Foreign Language (EFL) students still experience difficulties in grammar understanding, vocabulary mastery, pronunciation, speaking confidence, and academic writing development. In addition, students frequently encounter psychological barriers such as anxiety, lack of confidence, and fear of making mistakes during communication activities. These conditions often reduce students' participation and motivation in English language learning [6]. Previous studies have emphasized that motivation and confidence play important roles in language acquisition because students with low confidence tend to avoid active participation and communication practices in the classroom [7],[8].

The rapid development of educational technology and artificial intelligence (AI) has significantly transformed English language learning in higher education [9]. Technology-assisted learning environments provide more interactive, flexible, and accessible learning experiences that support students' engagement, independent learning, and communication skills. Recently, AI-powered tools such as ChatGPT have attracted considerable attention in education because they are capable of generating human-like responses and assisting students in various English learning activities, including grammar correction, vocabulary development, writing assistance, translation, and speaking practice [10],[11]. ChatGPT also enables students to obtain immediate feedback and learning support anytime and anywhere through natural language processing and adaptive communication systems.

Despite these advantages, the implementation of ChatGPT in education has also become controversial. Recently, many lecturers and educational institutions have expressed concerns regarding students' misuse of AI-generated responses in completing academic assignments without fully understanding the learning materials [12],[13]. Excessive dependence on AI technologies may negatively affect students' critical thinking skills, creativity, academic honesty, and learning independence. Furthermore, some educators are

concerned that students may become passive learners because they rely too heavily on instant AI-generated answers rather than engaging in meaningful learning processes and critical analysis [14],[15]. Therefore, although ChatGPT offers considerable opportunities to improve learning experiences, educators are required to implement AI-assisted learning technologies responsibly and systematically in educational settings.

Several previous studies have demonstrated that AI-assisted learning positively influences students' motivation, confidence, engagement, and autonomous learning by creating more interactive, personalized, and student-centered learning environments [16],[17],[18]. AI-guided learning systems also provide adaptive instruction, personalized feedback, and flexible learning pathways that support students' cognitive and affective learning outcomes. Furthermore, AI-assisted English learning environments help students practice language skills independently and reduce learning anxiety because learners can access educational support beyond classroom instruction [19],[20][21]. However, despite the increasing number of studies discussing AI integration in education, limited research specifically explores students' English language learning experiences before and after the implementation of ChatGPT in higher education contexts. Most previous studies mainly focus on the effectiveness of AI technologies without explaining students' actual learning activities, obstacles, confidence development, and learning experiences during AI-assisted English language learning.

Before the implementation of ChatGPT, students generally relied on textbooks, dictionaries, lecturers' explanations, peer discussions, and internet searches during English learning activities. Many students experienced difficulties in generating ideas for writing assignments, understanding grammatical structures, and practicing English independently outside the classroom. In addition, limited classroom interaction and low self-confidence often became significant obstacles that hindered students' participation in speaking and academic writing activities. After the emergence of ChatGPT, English language learning has undergone considerable changes. Students can now receive instant explanations, grammar feedback, vocabulary recommendations, and writing assistance anytime and anywhere through AI-assisted learning platforms. ChatGPT has become an accessible learning companion that supports students' independent learning and encourages more flexible learning experiences.

Accordingly, this study aims to investigate students' and lecturers' perceptions regarding the integration of ChatGPT in English language learning at STIE Rajawali Purworejo. Specifically, this study seeks to explore students' English learning experiences before and after the implementation of ChatGPT, including students' learning obstacles, confidence development, motivation, and independent learning experiences. Therefore, the following research questions are proposed:

1. How did students experience English language learning before the integration of ChatGPT?
2. What obstacles and confidence-related factors affected students before using ChatGPT?
3. How do students and lecturers perceive English language learning after the integration of ChatGPT?

## **2. METHOD**

This study employed a descriptive qualitative research design supported by questionnaire data to investigate students' and lecturers' perceptions regarding the integration of ChatGPT in English language learning at STIE Rajawali Purworejo. A qualitative descriptive approach was considered appropriate because the study aimed to explore participants' learning experiences, perceptions, confidence development, and learning obstacles before and after the implementation of ChatGPT in English language learning activities.

### **Participants**

The participants of this study consisted of twenty students and one English lecturer from STIE Rajawali Purworejo. The student participants included both male and female students who had experienced English learning activities before and after the implementation of ChatGPT. The participants were selected purposively based on several criteria, including active participation in English classes, experience using ChatGPT in English learning activities, and willingness to participate in the research process. The research was conducted from November to December 2025.

### **Instruments**

In this qualitative study, the researcher served as the primary research instrument. To support the data collection process, two additional instruments were employed, namely a closed-ended questionnaire and semi-structured interview guidelines. The questionnaire consisted of fifteen Likert-scale statements ranging from strongly disagree to strongly agree. The questionnaire aimed to identify students' and

lecturer's perceptions regarding the integration of ChatGPT in English language learning, particularly related to motivation, confidence, vocabulary mastery, grammar understanding, writing development, and independent learning.

Meanwhile, the semi-structured interview guidelines were designed to obtain more in-depth information regarding students' learning experiences before and after the use of ChatGPT. The interview questions explored students' learning obstacles, confidence development, learning motivation, independent learning experiences, and perceptions toward AI-assisted English language learning.

## **Procedures**

The study was conducted in several stages. First, questionnaires were distributed to all participants through Google Forms to identify students' and lecturer's perceptions regarding the implementation of ChatGPT in English language learning. After the questionnaire data were collected, in-depth interviews were conducted with ten selected students and one English lecturer to explore their experiences, perceived benefits, challenges, and suggestions related to AI-assisted English learning.

During the implementation process, students were instructed to utilize ChatGPT as a supporting learning medium in several English learning activities, including grammar exercises, vocabulary enrichment, writing idea generation, sentence development, paragraph writing, and speaking simulations. Students were also encouraged to compare ChatGPT-generated responses with lecturer explanations, textbooks, and classroom materials to minimize overdependence on AI-generated content and maintain critical thinking during learning activities.

## **Data Analysis**

The collected data were analyzed using thematic analysis and Criteria Content Analysis. First, the researcher reduced the data by selecting and organizing relevant information obtained from questionnaires and interviews. Subsequently, the responses were categorized into several themes, including students' learning obstacles, confidence development, motivation, autonomous learning experiences, and perceptions regarding ChatGPT integration. The findings were then interpreted comprehensively by relating them to previous theories and relevant studies in English language learning and educational technology.

## **Ethical Considerations**

Ethical considerations were carefully implemented throughout this study to ensure that the research process adhered to academic and professional research standards. Prior to the data collection process, formal permission was obtained from STIE Rajawali Purworejo and all participants involved in the study. The participants voluntarily agreed to participate after receiving clear explanations regarding the objectives, procedures, and purposes of the research. Furthermore, the researcher ensured that all participants' responses and personal information remained confidential and were used solely for academic purposes. In addition, the implementation of ChatGPT during English language learning activities was conducted under lecturer supervision to promote the ethical and responsible use of artificial intelligence technologies while maintaining students' critical thinking, creativity, and independent learning processes.

## **3. FINDINGS**

The findings of this study present students' and lecturer's perceptions regarding English language learning before and after the implementation of ChatGPT at STIE Rajawali Purworejo. The data were obtained through questionnaires and semi-structured interviews conducted with twenty students and one English lecturer. To improve the clarity of presentation, the findings were categorized into several thematic sub-sections based on Criteria Content Analysis.

### **3.1 Before Using ChatGPT**

#### **A. Students' Learning Obstacles**

Before the implementation of ChatGPT, most students experienced difficulties in grammar understanding, vocabulary mastery, idea generation, and independent English learning activities. Students generally relied on textbooks, dictionaries, lecturers' explanations, peer discussions, and internet searches during English learning activities. However, these learning resources were often considered less interactive and time-consuming, particularly during writing assignments.

Several students admitted that they frequently experienced difficulties in organizing ideas, constructing grammatically correct sentences, and expressing arguments coherently in writing activities. In addition, students reported that they lacked sufficient opportunities to practice English communication outside the classroom.

One participant explained:

*“Before using ChatGPT, I often found it difficult to start writing essays because I lacked ideas and vocabulary. I also depended heavily on dictionaries and internet searches.”*

### **B. Students’ Confidence in English Learning**

The findings further revealed that many students demonstrated low confidence during English language learning activities before using ChatGPT. Students frequently felt anxious when speaking English because they were afraid of making grammatical mistakes or receiving negative evaluations from peers and lecturers. Consequently, students became less active in classroom discussions and communication practices.

Several students also admitted that they rarely practiced English independently because they lacked immediate feedback and supportive learning environments. This condition reduced students’ motivation and participation in language learning activities.

### **C. External Factors Influencing Learning Experiences**

In addition to linguistic and psychological barriers, several external factors also influenced students’ English learning experiences before using ChatGPT. The findings indicated that limited classroom interaction, insufficient learning resources, and restricted opportunities for English communication became major obstacles for students.

Some participants also explained that they often felt stressed when they could not obtain immediate explanations while studying independently outside the classroom. Furthermore, monotonous learning methods sometimes reduced students’ engagement and motivation during English learning activities.

## **3.2 After Using ChatGPT**

After the integration of ChatGPT, students demonstrated more positive perceptions toward English language learning. Most participants agreed that ChatGPT helped them improve grammar understanding, vocabulary mastery, writing development, confidence, motivation, and autonomous learning experiences.

Students perceived ChatGPT as a flexible and supportive learning assistant because it provided immediate explanations, personalized feedback, and adaptive learning support anytime and anywhere.

One participant stated:

*“I feel more confident practicing English after using ChatGPT because I can ask questions anytime without feeling embarrassed. It helps me improve my grammar and sentence structure.”*

The findings also revealed that ChatGPT encouraged students to become more independent and actively engaged in English learning activities. Students appreciated the flexibility and accessibility offered by AI-assisted learning tools, particularly for practicing writing, grammar, and vocabulary outside the classroom environment.

In addition, the lecturer expressed positive perceptions regarding the integration of ChatGPT in English language learning. The lecturer perceived ChatGPT as an effective educational tool that supported students’ language development, learning motivation, classroom participation, and independent learning experiences. However, despite these positive findings, several students and the lecturer also expressed concerns regarding students’ excessive dependence on AI-generated responses. Some participants admitted that students occasionally copied ChatGPT responses directly without fully understanding the learning materials.

The questionnaire results presented in Figure 1 further illustrate students’ positive perceptions toward the integration of ChatGPT in English language learning. The data indicate that the majority of students agreed that ChatGPT contributed positively to grammar understanding, vocabulary mastery, writing development, learning motivation, speaking confidence, and autonomous learning experiences. In particular, independent learning demonstrated the highest percentage of positive responses, suggesting that ChatGPT effectively supported students’ self-directed learning and learning flexibility beyond classroom instruction. Furthermore, the findings reveal that students perceived ChatGPT as an interactive and supportive learning tool that facilitated more engaging and accessible English learning experiences. However, despite these positive perceptions, several students also expressed concerns regarding the

potential impact of excessive dependence on AI-assisted learning tools on critical thinking development. The overall findings are visually summarized in Figure 1 below.

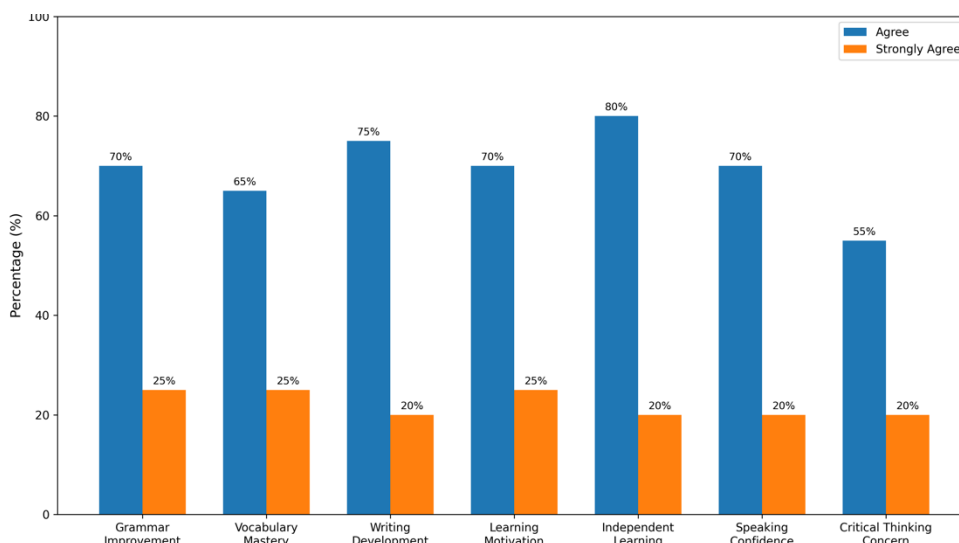


Figure 1. Comparative Visualization of Students Positive Toward ChatGPT Integration

Figure 1 presents a comparative visualization of students' perceptions toward the integration of ChatGPT in English language learning based on several learning indicators, including grammar improvement, vocabulary mastery, writing development, learning motivation, independent learning, speaking confidence, and critical thinking concern. The findings indicate that the majority of students expressed positive perceptions regarding the use of ChatGPT in supporting their English learning experiences. The highest percentage of agreement was identified in the independent learning indicator, suggesting that ChatGPT effectively encouraged students' autonomous learning and self-directed learning behaviors. In addition, substantial positive responses were also observed in grammar improvement, writing development, learning motivation, vocabulary mastery, and speaking confidence, demonstrating that ChatGPT positively contributed to students' language development, confidence, and learning engagement. Furthermore, the figure illustrates that ChatGPT created more interactive, flexible, and supportive learning environments by providing immediate feedback and accessible learning assistance anytime and anywhere. Nevertheless, several students also expressed concerns regarding the potential impact of excessive dependence on AI technologies on critical thinking development. Overall, the findings demonstrate that students generally perceived ChatGPT as a beneficial educational tool that supports more engaging, student-centered, and autonomous English language learning experiences.

The lecturer's questionnaire results presented in Figure 2 further demonstrate highly positive perceptions toward the integration of ChatGPT in English language learning. The findings indicate that the lecturer perceived ChatGPT as an effective educational tool that supports students' writing development, learning motivation, classroom participation, and autonomous learning experiences. In addition, ChatGPT was considered capable of creating more interactive, flexible, and student-centered learning environments that facilitate students' engagement both inside and outside the classroom. Nevertheless, the findings also reveal the importance of ethical guidance and systematic implementation to prevent excessive dependence on AI-assisted learning technologies and to maintain students' critical thinking development and academic integrity. The overall lecturer's perceptions regarding the implementation of ChatGPT in English language learning are visually presented in Figure 2 below.

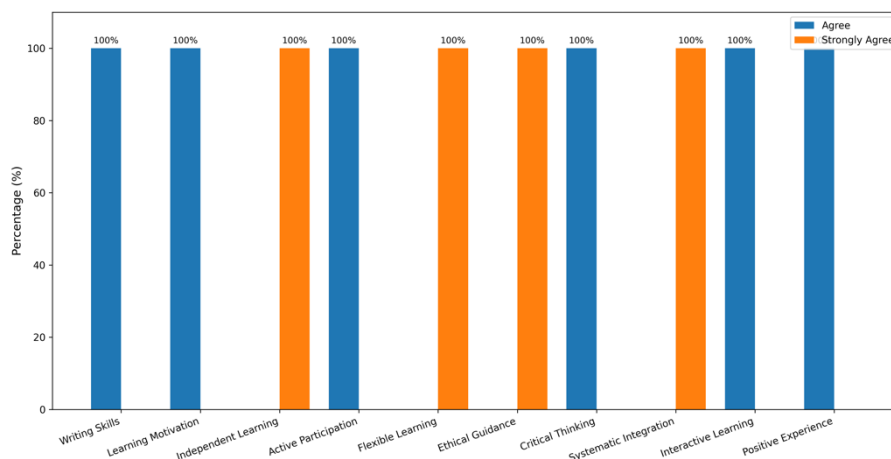


Figure 2. Comparative Visualization of Lecturer's Perception Toward ChatGPT Integration

Figure 2 presents the lecturer's perceptions toward the integration of ChatGPT in English language learning based on several instructional indicators, including writing skills improvement, learning motivation, independent learning, classroom participation, flexible learning opportunities, ethical guidance, critical thinking awareness, systematic integration, interactive learning experiences, and overall teaching experiences. The findings demonstrate that the lecturer expressed highly positive perceptions regarding the implementation of ChatGPT as an AI-assisted educational tool in higher education contexts. The questionnaire results indicate that ChatGPT was perceived as effective in supporting students' writing development, increasing learning motivation, encouraging autonomous learning, and promoting more active classroom participation. In addition, the figure illustrates that ChatGPT contributed to the creation of more interactive, flexible, and student-centered learning environments by enabling students to access learning support and educational resources beyond classroom instruction. Furthermore, the lecturer emphasized the importance of ethical guidance and systematic implementation to ensure that students use AI-assisted learning technologies responsibly and critically. The findings also reveal concerns regarding students' excessive dependence on AI-generated responses, which may negatively affect critical thinking development and academic integrity if not supervised appropriately. Overall, Figure 2 demonstrates that ChatGPT has considerable potential to enhance English language learning experiences when integrated systematically through proper pedagogical supervision and ethical educational practices.

Overall, the findings indicate that the integration of ChatGPT positively influenced students' English language learning experiences, particularly in grammar understanding, vocabulary mastery, writing development, learning motivation, confidence, and autonomous learning. In addition, both students and the lecturer perceived ChatGPT as a supportive educational tool that created more interactive, flexible, and student-centered learning environments. Nevertheless, the findings also revealed the importance of ethical guidance and responsible implementation to prevent excessive dependence on AI-generated responses and to maintain students' critical thinking development and academic integrity. These findings are further interpreted and discussed in relation to previous theories and relevant studies in the following discussion.

#### 4. DISCUSSION

The findings of this study demonstrate that the integration of ChatGPT significantly transformed students' English language learning experiences at STIE Rajawali Purworejo. Before the implementation of ChatGPT, students experienced various linguistic and psychological obstacles, including difficulties in grammar understanding, vocabulary mastery, idea generation, writing development, and independent English practice. In addition, many students demonstrated low confidence during speaking and writing activities because they were afraid of making grammatical mistakes and receiving negative evaluations from peers and lecturers. These findings are consistent with previous studies emphasizing that EFL students frequently experience anxiety, lack of confidence, and limited communication opportunities during English language learning activities [10], [14]. The findings also support Dörnyei and Ushioda's theory, which explains that motivation and self-confidence play significant roles in second language acquisition because students with low confidence tend to avoid communication practices and active classroom participation [22],[23]. In this study, students' limited participation and hesitation in using

English before the implementation of ChatGPT reflected the influence of psychological barriers on language learning performance and learning engagement.

Furthermore, the findings revealed that conventional learning resources, such as textbooks, dictionaries, lecturer explanations, and internet searches, were often considered less interactive and insufficient in supporting students' autonomous learning experiences [24],[25]. Many students reported difficulties in practicing English independently outside the classroom because they lacked immediate feedback and flexible learning assistance. These findings are closely related to Krashen's theory of second language acquisition, which emphasizes that effective language learning occurs when learners receive comprehensible input in low-anxiety and supportive learning environments [26]. Prior to the integration of ChatGPT, students had limited opportunities to receive immediate explanations and meaningful communication support during independent learning activities. Consequently, students often experienced writing anxiety, low motivation, and reduced engagement in English learning activities.

After the implementation of ChatGPT, students demonstrated considerably more positive perceptions toward English language learning. The findings indicate that ChatGPT positively contributed to grammar understanding, vocabulary mastery, writing development, motivation, confidence, speaking practice, and autonomous learning experiences. Students perceived ChatGPT as a flexible and supportive learning assistant because it provided immediate feedback, adaptive explanations, personalized assistance, and accessible learning opportunities anytime and anywhere. These findings are consistent with previous studies indicating that AI-assisted learning technologies create more interactive, student-centered, and personalized learning environments that positively influence students' engagement, confidence, and learning outcomes [27],[28]. In addition, the findings support previous research explaining that ChatGPT enhances students' learning autonomy and self-directed learning because learners are able to access learning support independently according to their individual learning needs and learning pace [29].

The findings also demonstrate that ChatGPT significantly increased students' motivation and confidence during English language learning activities. Students became more willing to practice English communication because they could ask questions, receive grammar correction, and obtain vocabulary assistance without fear of embarrassment or negative judgment. These conditions created more comfortable and less stressful learning experiences for students. This finding strongly supports Krashen's theory regarding the affective filter hypothesis, which explains that low-anxiety learning environments facilitate more effective language acquisition because learners become more confident and actively engaged in communication practices [26]. Through ChatGPT integration, students experienced more supportive learning conditions that reduced anxiety and increased participation during English learning activities.

Moreover, the findings indicate that ChatGPT contributed positively to students' autonomous learning and self-regulated learning behaviors. The questionnaire results showed that independent learning obtained the highest percentage of positive responses among all learning indicators presented in Figure 1. Students appreciated the flexibility of AI-assisted learning environments because they were able to practice grammar, writing, vocabulary, and speaking activities independently beyond classroom instruction. These findings are aligned with previous studies emphasizing that AI-assisted educational technologies support autonomous learning, self-directed learning, and sustained learning engagement through adaptive instruction and immediate feedback mechanisms [30], [31], [32]. The integration of ChatGPT therefore enabled students to become more responsible for their own learning processes while encouraging continuous learning participation.

In addition to students' positive perceptions, the lecturer also expressed highly positive perceptions regarding the implementation of ChatGPT in English language learning. The lecturer perceived ChatGPT as an effective educational tool that supports students' writing development, classroom participation, learning motivation, and independent learning experiences. Furthermore, ChatGPT was considered capable of creating more interactive, accessible, and flexible learning environments that support learning activities both inside and outside the classroom. These findings are consistent with previous studies explaining that AI-integrated learning systems provide adaptive learning experiences and improve educational effectiveness through interactive communication and personalized learning support [33], [34]. Therefore, the findings suggest that ChatGPT may function as an innovative educational technology that facilitates more student-centered and technology-enhanced English learning experiences in higher education contexts.

However, despite these positive findings, the study also identified several important concerns regarding the implementation of ChatGPT in education. Both students and the lecturer acknowledged that excessive dependence on AI-generated responses may negatively affect students' critical thinking skills, creativity, learning independence, and academic integrity if the technology is not used responsibly. Some

students admitted that learners occasionally copied ChatGPT-generated responses directly without fully understanding the learning materials. These findings are consistent with previous studies highlighting ethical concerns regarding plagiarism, overreliance on AI technologies, and reduced critical thinking development during AI-assisted learning activities [15], [17], [35]. Therefore, although ChatGPT provides considerable opportunities to improve English language learning experiences, proper pedagogical supervision, ethical guidance, and systematic implementation remain essential to ensure meaningful learning processes and responsible AI utilization in educational settings.

Overall, the findings of this study indicate that ChatGPT has significant potential to enhance English language learning by creating more interactive, flexible, motivating, and student-centered learning environments. The integration of ChatGPT positively influenced students' confidence, motivation, engagement, grammar understanding, writing development, and autonomous learning experiences. Nevertheless, the findings also emphasize that the role of lecturers remains highly important in guiding students to use AI technologies critically, ethically, and responsibly to maintain academic integrity, creativity, critical thinking development, and meaningful learning processes in higher education contexts.

## 5. CONCLUSION

This study demonstrates that the integration of ChatGPT has significantly influenced students' English language learning experiences at STIE Rajawali Purworejo. Prior to the implementation of ChatGPT, students encountered various linguistic and psychological challenges, including difficulties in grammar understanding, vocabulary mastery, writing development, idea generation, speaking confidence, and independent English practice. In addition, students frequently experienced anxiety, low self-confidence, and fear of making mistakes during English communication activities, which negatively affected their participation, motivation, and engagement in the learning process. However, following the integration of ChatGPT, students demonstrated considerably more positive perceptions toward English language learning. The findings revealed that ChatGPT contributed positively to students' grammar comprehension, vocabulary development, writing proficiency, learning motivation, confidence, classroom participation, and autonomous learning through immediate feedback, adaptive explanations, and flexible learning assistance. Furthermore, both students and the lecturer perceived ChatGPT as an effective educational technology that facilitated more interactive, accessible, and student-centered learning environments.

The findings of this study also support the theoretical perspectives proposed by Dörnyei and Ushioda regarding the significant role of motivation and self-confidence in second language acquisition, as well as Krashen's theory emphasizing the importance of comprehensible input and low-anxiety learning environments in effective language learning processes. In this study, ChatGPT functioned as a supportive and adaptive learning assistant that reduced students' anxiety, increased learning confidence, and encouraged more active participation in English language learning activities. Nevertheless, despite these positive outcomes, the study also identified several important concerns regarding students' excessive dependence on AI-generated responses, which may potentially influence critical thinking development, creativity, learning independence, and academic integrity if not implemented responsibly. Therefore, proper pedagogical supervision, ethical guidance, and systematic implementation remain essential to ensure the meaningful and responsible integration of AI-assisted learning technologies in higher education contexts. Overall, this study concludes that ChatGPT possesses considerable potential to enhance English language learning by promoting students' engagement, motivation, confidence, and autonomous learning while supporting more flexible, interactive, and technology-enhanced educational experiences. Future research is recommended to involve broader research participants and further investigate the long-term impact of AI-assisted learning technologies on students' communicative competence, critical thinking development, and academic achievement.

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