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Artificial Intelligence In Learning English for Students of STIKOM Uyelindo Kupang

Heni
STIKOM Uyelindo Kupang

Heni81monika@gmail.com

Abstract

This research purpose is to compare the opportunities and challenges in using AI in English learning. The scope of the study is limited to the opportunities and challenges of English language learning. This study was conducted using a mixed method of observing and distributing questionnaires to students. AI has transformed English language learning in higher education. Students use AI for a variety of purposes, asking and solving questions and checking grammatical errors, checking plagiarism, paraphrasing, and reviewing literature. This research also reveals that AI has various advantages for language teaching and learning, including the detection of plagiarism and grammatical errors. Additionally, AI has created opportunities and challenges for the future of English language teaching. This research is expected to find out what opportunities and challenges exist in using AI in learning English for STIKOM Uyelindo Kupang students. The contributions of this research are strengthening technology-based learning theory, demonstrating how AI can transform traditional approaches into adaptive and personalized learning, and become new learning models: Generating integrative models of linguistic theory, pedagogy, and artificial intelligence (e.g., AI-assisted language learning models). Learning behavior analysis: providing new insights into how students interact with AI systems, for example, in terms of motivation, learning autonomy, or learning strategies.

Keywords : *AI , Learning, English , Students, opportunity, challenge*

Introduction

Technological advancements have transformed various aspects of people's lives, including classrooms and teaching and learning activities. Today, both students and educators in Indonesia frequently use smartphones, tablets, and other portable devices. With the internet, anyone can access a wide variety of information from their portable devices. This information can be obtained from various sources online, one of which is Chat GPT.

The role of AI in education can support student learning. AI can be used to generate ideas, construct arguments, assist with problem-solving, develop course materials, find materials and discussion content, and even provide opportunities for exploring language learning. In education related to ethics, such as cheating, plagiarism, and so on. This is because the data provided is not up-to-date, lacks empathy and creativity, is used to cheat on assignments and exams, gender and diversity issues, and commercialization of justice. The problem facing in this research is comparing the opportunities and challenges in using AI in English learning for STIKOM Uyelindo Kupang students.

Some of literature reviews relates to this research are:

1. A systematic study by "Integrating Artificial Intelligence in English Language Learning: A Systematic Literature Review" shows that AI integration is most widely implemented at the high school and university levels, with chat bot technology being the most dominant. The study found that AI improves language skills. (Krishnan & Zaini, 2025)

2. A study in Indonesia by "AI in Language Learning Process: Personalized Pathways for EFL Learners in the Age of AI in Indonesia" found that EFL students enjoy AI features because of their adaptability, real-time feedback, and support for autonomous learning. journal.(Kencana, 2024)
3. The study " Benefits and Challenges of Artificial Intelligence in English language Teaching " explains that AI enables more personalized learning paths, provides instant feedback, and reaches learners from diverse backgrounds.(Dzingirai & Ozili, 2024)
4. Focus on motivation and engagement: The study "The Future Speaks: Exploring Artificial Intelligence's Impact on EFL Students' Speaking Skills" shows that the use of AI increases students' motivation, speaking confidence, and engagement. (Wu et al., 2024)

One powerful AI-based chat bot is the 'Chat Generative Pre-trained Transformer', known as Chat GPT. This new AI tool was first introduced to the public on November 30, 2022, and quickly gained over one million subscribers in its first week. Chat GPT is based on Open AI's language model and trained on a large dataset of human conversations, enabling it to perform complex tasks and generate human-like responses. Using deep learning techniques to understand, Chat GPT is not just an artificial intelligence tool but also a potential solution for improving the quality of teaching. With its ability to provide text-based conversational interactions, Chat GPT can be used as a virtual assistant to provide teaching assistance, particularly in the context of English language teaching. Furthermore, several editorials have been written about how Chat GPT could impact education. This kind of scholarly debate is common when new technologies are introduced into education, as Chat GPT can disrupt traditional practices and require teachers to adapt to its potential benefits and drawbacks.(Ivan Felix & Syaeful Anas Aklani, 2025)

AI, and more recently, Chat bot AI technology, has been developed and applied in various areas of society, providing benefits in various aspects, including labor savings and work productivity. Some areas that have successfully benefited since the introduction of this technology are content creation, language translation, personalized recommendations, and even diagnosis and treatment (Ramadan, 2023). Based on observations of student behavior in several DIA classes, the researchers found that, while English is not a core and compulsory subject, it is likely that students type assignments from their English teachers, such as writing emails or translating vocabulary into the Chat GPT website, to find quick solutions to their learning problems instead of brainstorming and completing the assignments themselves. As a result, submitted essays from different students in such DIA classes can often bear some similarities to each other. However, Chat GPT's responses are sometimes unreliable, with detected errors that can result in intelligent answering machines producing plausible but incorrect or illogical results . Therefore, it is vital to explore whether students are aware of these artificial intelligence technology limitations and use them with caution. The study, therefore, aims to delve into students' behaviors, perceptions, and attitudes toward the use of Chat GPT in English language learning to understand the phenomenon and provide implications for teachers to adopt appropriate pedagogical practices in similar contexts.(Anderson et al., 2023)

In general, the main gaps in this research on AI in English learning on campus are there is still a lack of empirical and contextual research analyzing the effectiveness, challenges, and ethical implications of using artificial intelligence in English learning at the university level, especially in Indonesia." Research on the application of artificial intelligence in education can lead us to identify best practices and approaches for using chat bots and other artificial intelligence tools. He also stated that by recognizing how

Chat GPT can support the independence and self-directed learning of self-taught learners, educators and students can use this technology to assist and foster their learning and personal development more effectively. Chat GPT's potential allows it to significantly influence learning objectives, assessment and evaluation processes, learning activities, and educational evaluation processes.(Prakerti et al., 2020)

The number of Chat GPT users is also currently increasing. Chat GPT, one of the most advanced chat bots currently available, has sparked controversy and set a new record among current technological phenomena. This is because it has been recognized by over 40% of adults in the United States and reached over one million users in less than a week (Ali et al., 2023). Its spread and use are becoming a new phenomenon in AI technology and innovation.

This powerful and easily accessible technology has recently led to concerns about plagiarism in educational settings. A recent blog article by Stephen Marche "The College Essay Is Dead" raises concerns on the usage of ChatGPT for generating massive high quality textual outputs of scholarly articles using natural language processing of chatbots [11]. Stokel-Walker [19] has highlighted that ChatGPT has great potential to provide solutions to college students on tasks such as essay writing, assignment solving, script code creation, and assessment assistance. Some counter actions have been taken for example by Australia's Queensland and Tasmania schools and New York City and Seattle school districts by prohibiting the use of ChatGPT on students' devices and networks. Many universities, colleges, and schools are evaluating similar restrictions [21]. Thus, ChatGPT can quickly become a popular choice among students to generate academic essays for homeworks, which has elevated the worries of plagiarism in academia.(Khalil & Er, 2023)

The most commonly used theory to explain the acceptance and increased use of new technologies, including ChatGPT is Technology Acceptance Model.(Ilmi et al., 2020) Perceived Usefulness (PU): The extent to which users believe that ChatGPT is beneficial for improving their learning or work performance. Perceived Ease of Use (PEOU): The extent to which users find ChatGPT easy to use without requiring much effort. Students tend to use ChatGPT more frequently when they perceive tangible benefits (e.g., help with writing, translating, or learning grammar). Ease of access (via browser or app) also drives rapid adoption of ChatGPT in the campus environment. The higher the perceived ease and usefulness, the more likely students and lecturers are to increase the use of ChatGPT in English language learning.

The use of AI in English learning has two aspects that can be explored. There are opportunities and challenges associated with using AI in English learning for students at STIKOM Uyelindo Kupang. This study will examine the opportunities and challenges faced in this academic phenomenon. The research was conducted during the English learning process for second-semester students in the English 2 course.

Method

In this study, the researcher used a quantitative descriptive research method. Quantitative descriptive research is a type of research that analyzes data by describing the information collected. Quantitative descriptive is consistent with the research variables, focuses on actual problems and current phenomena, and presents research results in meaningful numerical form. (Dr. Manotar Tampubolon, S.H., M.A., 2023). This study aims to determine the opportunities and threats of AI in English learning in STIKOM Uyelindo Kupang.

Quantitative Approach

This approach is used if you want to measure the impact or influence of AI use on English learning outcomes.

Characteristics:

1. Uses numerical data, statistics, and variable analysis.
2. Testing relationships or differences between variables.
3. Data is collected through questionnaires, ability tests, or experiments.

Data Sources

Data sources are divided into two types: collection using primary sources and collection using secondary sources.

1. Primary Data

A questionnaire is a data collection technique in which respondents are given or distributed a list of questions with the aim of answering them. Questionnaires are usually administered on paper or in the form of a Google Form. In this study, the questionnaire was distributed using a Google Form, and respondents answered the questions using a distributed link.

Population and Sample / Research Subjects

Population in this research is students in second semester at STIKOM Uyelindo Kupang.

Sample in this research is 100 students who use AI applications (such as Chat GPT, Grammarly, or ELSA Speak) in their learning.

Sampling technique: Purposive sampling or random sampling, depending on the availability of respondents.

2. Secondary Data

Secondary data is data obtained outside the primary data source of the study. This secondary data is data that does not provide the data directly to the data collector, such as through other people or documents. This information is usually used to supplement primary data in the form of reference books and information published by companies, as well as in literature studies, journals, and so on. The secondary data sources used in this study are journals from previous researchers. In this study, the influence of service quality, price, and promotion on purchasing decisions was obtained through a survey-based research method using questionnaires.

The research location was conducted at STIKOM Uyelindo Kupang. This research is a quantitative descriptive study. Quantitative descriptive research uses a series of methods to specify and describe the data findings that occur in the field without providing experimental treatment. This means that quantitative descriptive research will only describe and explain what actually happens in the field. The subjects of this study were students of the Informatics Engineering and Information Systems study programs in the second semester, with a total of 87 research subjects. The instruments used for data collection were questionnaires, interview guidelines, and observation sheets. Data analysis in this study was carried out by descriptively analyzing data related to the opportunities and challenges in using AI in English learning for STIKOM Uyelindo Kupang students. Data from observations, interviews, and questionnaires were selected according to the data needs required in accordance with the focus of this study.

Results

This research is a quantitative descriptive study. It was conducted at STIKOM Uyelindo Kupang in 2025. The sample was 87 students from the undergraduate Information Systems and Informatics Engineering study programs. The research variables were the challenges and opportunities for using AI in English language learning for students in the undergraduate Information Systems and Informatics Engineering study programs at STIKOM Uyelindo Kupang in 2025.

The result of this research showing that average opportunities and challenges indicate that students' responses to the opportunities and challenges of using AI in English learning are in the agree range, with an average opportunity value greater than 74.144. Thus, the use of AI in English learning has potential opportunities and challenges in its use related to English learning for STIKOM Uyelindo Kupang students, where the opportunities for using AI are greater.

The data used in this study were primary and secondary data. Primary data were obtained through a questionnaire regarding the challenges and opportunities for using AI in English language learning for students in the undergraduate Information Systems and Informatics Engineering study programs at STIKOM Uyelindo Kupang in 2025. The data collection technique used was a questionnaire distributed to respondents. The questionnaire was then distributed to the 87 respondents who formed the research sample. The data analysis technique used was descriptive analysis using percentage calculations and questionnaire research.

The following are the results of a questionnaire completed by 87 respondents, consisting of undergraduate IT and SI students. Several statements were made regarding the opportunities and challenges of using AI in English language learning at STIKOM Uyelindo Kupang. Ten statements addressed the opportunities and ten statements addressed the challenges of using AI in English language learning.

AI tools often used
1. Gemini Google
2. Grammarly
3. Duolingo
4. ChatGPT
5. Talkpad AI
6. Others

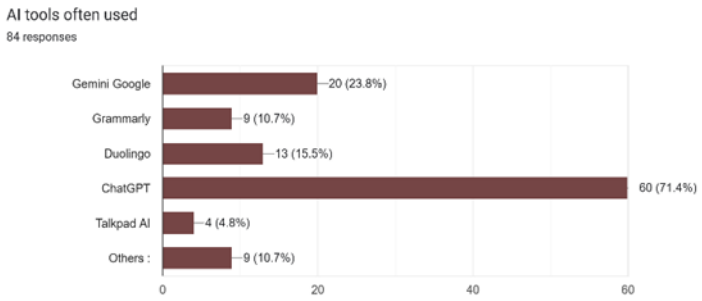

Figure 1. *AI tools often used*

The diagram in Figure 1 shows that:
Gemini Google user is 23,9%
Grammarly user is 10,7%
Duolingo user is 15,9%

Chat GPT user is 71,4 %
Talkpad AI user is 4,8%
The other applications is 10,7%
GPT chat is the AI tool most used by students, namely 71.4%.

Discussion

AI Opportunity

1. AI Has precision and accuracy in doing its job

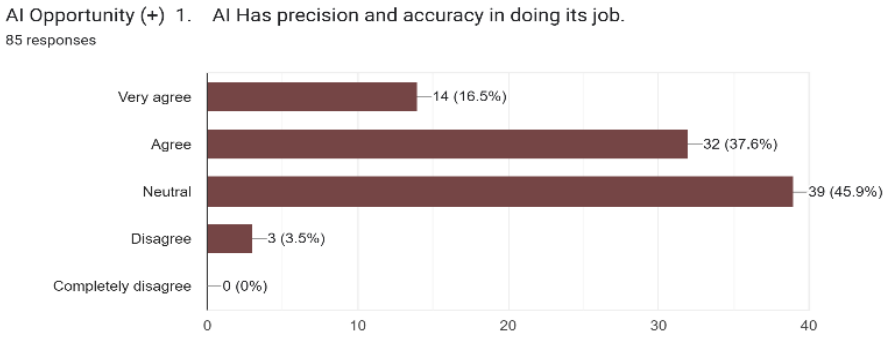

Figure 2. AI Has precision and accuracy in doing its job

The diagram in Figure 2 shows that:

The respondents responds of AI opportunity 1: *AI Has precision and accuracy in doing its job are:*
Very agree: 16,5%
Agree: 37,6%
Neutral: 45,9%
Disagree: 3,5%
Completely disagree: 0%
AI Opportunity Statement 1:
321/425 x 100 = 75.52 (Agree)
AI Opportunity Statement 1 indicates that respondents agreed with a score of 75.52.

2. AI Replaces repetitive and routine human tasks

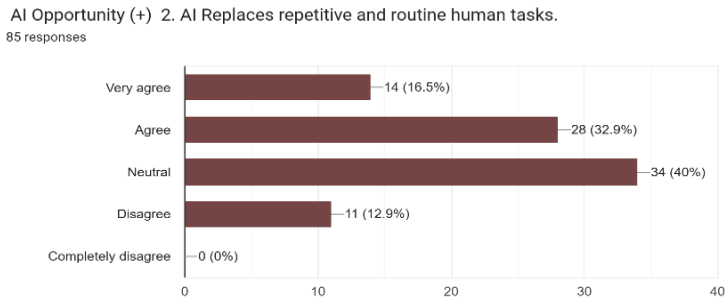

Figure 3. *AI Replaces repetitive and routine human tasks*.

The diagram in Figure 3 shows that:

The respondents responds of AI opportunity 2: *AI Replaces repetitive and routine human tasks:*
Very agree: 16,5%
Agree: 32,9%

Neutral: 40%
Disagree: 12,9%
Completely disagree: 0%
AI Opportunity Statement 2:
306/425 x 100 = 72 (Agree)
AI Opportunity Statement 2 indicates that respondents agreed with a score of 72.

3. AI has no time limit. Student Can use it every moment even in term time which long time

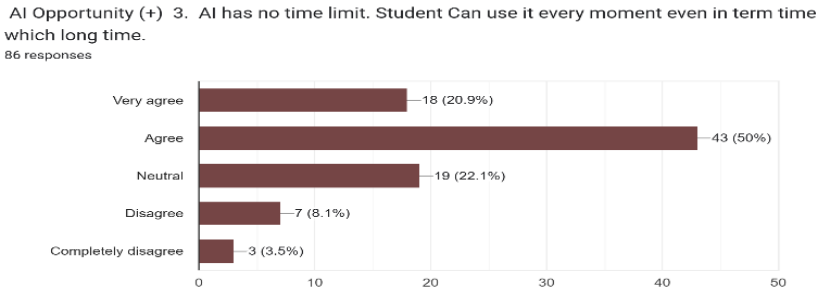

Figure 4. *AI has no time limit. Student Can use it every moment even in term time which long time.*

The diagram in Figure 4 shows that:

The respondents responds of AI opportunity 3: *AI has no time limit. Student Can use it every moment even in term time which long time:*
Very agree: 20,9%
Agree: 50%
Neutral: 22,1%
Disagree: 6,1%
Completely disagree: 3,5%
AI Opportunity Statement 3:
336/430x100=78.13 (Agree)
AI Opportunity Statement 3 indicates that respondents agreed with a score of 78.13.

4. AI is cheaper. Students do not need to spend money to complete their assignments

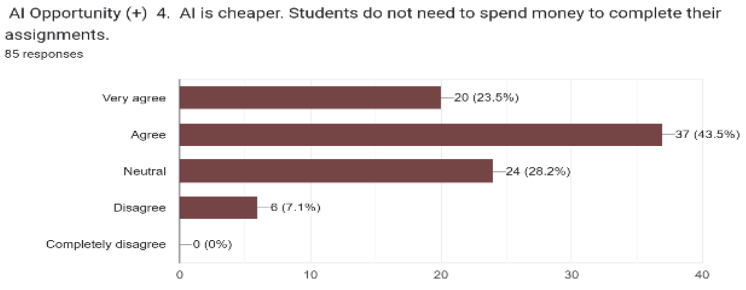

Figure 5. *AI is cheaper. Students do not need to spend money to complete their assignments*.

The diagram in Figure 5 shows that:

The respondents responds of AI opportunity 4: *AI is cheaper. Students do not need to spend money to complete their assignments :*
Very agree: 23,5%
Agree: 43,5%
Neutral: 26,2%
Disagree: 7,1%
Completely disagree: 0%
AI Opportunity Statement 4:
332/425x100=78.11 (Agree)
AI Opportunity Statement 4 indicates that respondents agreed with a score of 78.11.

5. AI can do work faster and better

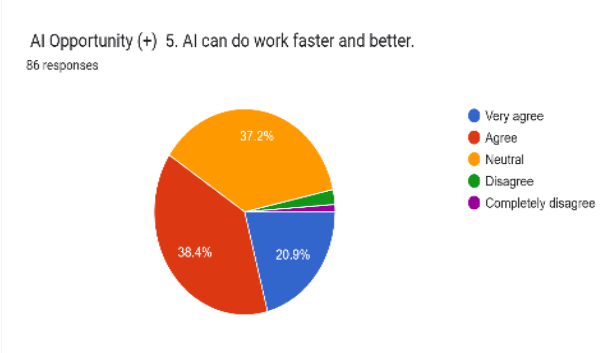

Figure 6. *AI can do work faster and better.*
The diagram in Figure 6 shows that:
The respondents responds of AI opportunity 5*. AI can do work faster and better :*
Very agree: 20,9%
Agree: 38,4%
Neutral: 37,2%
Disagree: 0%
Completely disagree: 0%
AI Opportunity Statement 5:
323/430 x 100 = 75.11 (Agree)
AI Opportunity Statement 5 indicates that respondents agreed with a score of 75.11.

6 AI can improve skill in reading

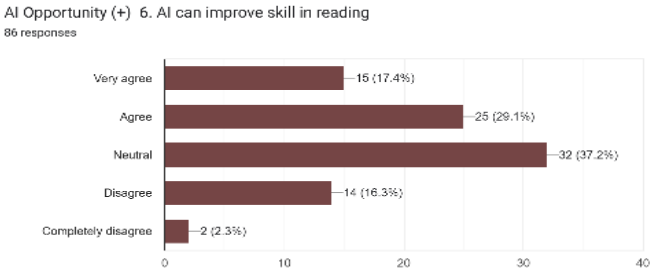

Figure 7. *AI can improve skill in reading*
The diagram in Figure 7 shows that:
The respondents responds of AI opportunity 6: *AI can improve skill in reading*
Very agree: 17,4%

Agree: 29,1%
Neutral: 37,2%
Disagree: 16,3%
Completely disagree: 2,3%
AI Opportunity Statement 6:
301/430x100=70 (Agree)
AI Opportunity Statement 6 indicates that respondents agreed with a score of 70.

7. AI can improve skill in writing

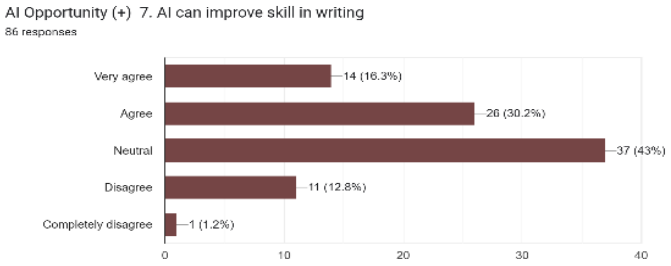

Figure 8. *AI can improve skill in writing*

The diagram in Figure 8 shows that:

The respondents responds of AI opportunity 7: *AI can improve skill in writing*

Very agree: 16,3%
Agree: 36,2%
Neutral: 43%
Disagree: 12,6%
Completely disagree: 1,2%
AI Opportunity Statement 7:
308/430x100=71.62 (Agree)
AI Opportunity Statement 7 indicates that respondents agreed with a score of 71.62.

8. AI can improve skill in speaking

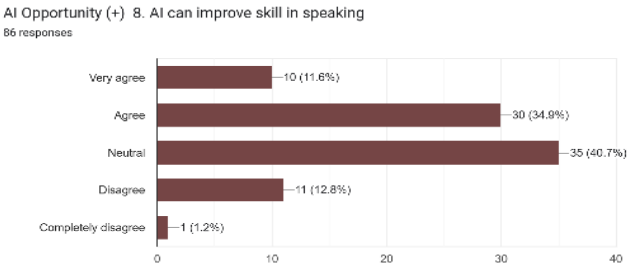

Figure 9. *AI can improve skill in speaking*

The diagram in Figure 9 shows that:

The respondents responds of AI opportunity 8: *AI can improve skill in speaking*

Very agree: 11,8%
Agree: 34,9%
Neutral: 40,7%
Disagree: 12,8%
Completely disagree: 1,2%

AI Opportunity Statement 8:
298/430x100=69.30 (Agree)
AI Opportunity Statement 8 indicates that respondents agreed with a score of 69.30.

9. AI can improve skill in translating

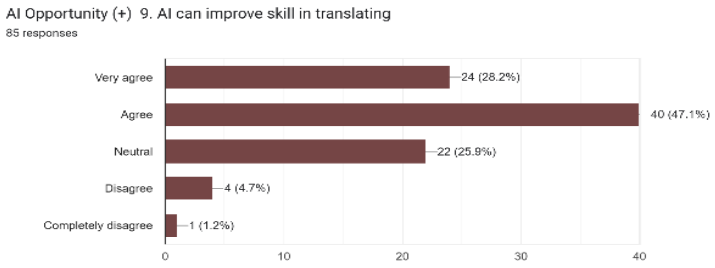

Figure 10. AI can improve skill in translating

The diagram in Figure 10 shows that:

The respondents responds of AI opportunity 9: AI can improve skill in translating

Very agree: 20,2%
Agree: 47,17%
Neutral: 25,9%
Disagree: 4,7%
Completely disagree: 1,2%

AI Opportunity Statement 9:
355/425 x 100 = 83.52 (Strongly Agree)
AI Opportunity Statement 9 indicates that respondents strongly agree with a score of 83.52.

10. AI can improve skill in listening

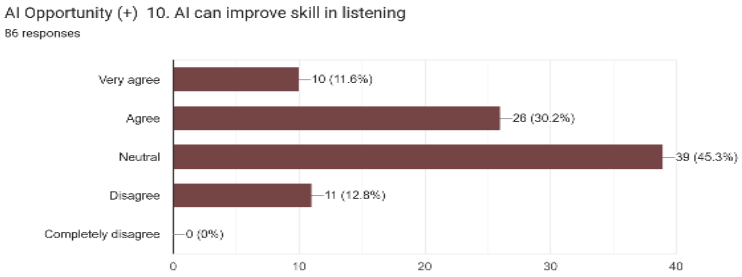

Figure 11. AI can improve skill in listening

The diagram in Figure 11 shows that:

The respondents responds of AI opportunity 10: AI can improve skill in listening

Very agree: 11,6%
Agree: 30,2%
Neutral: 45,3%
Disagree: 12,6%
Completely disagree: 0%

AI Opportunity Statement 10:
293/430x100=68.13 (Agree)
AI Opportunity Statement 10 indicates that respondents agreed with a score of 68.13.

AI Challenges

1. AI Makes student become far more lazy to think creatively compared to previously

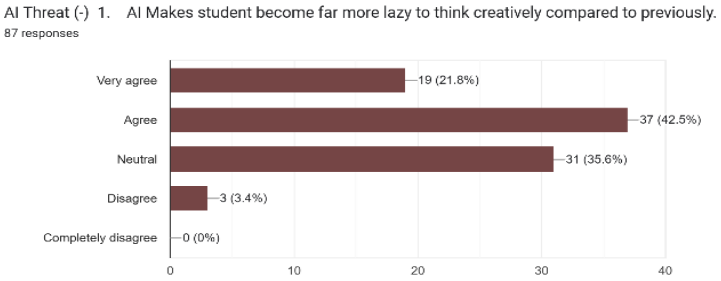

Figure 12. AI Makes student become far more lazy to think creatively compared to previously

The diagram in Figure 12 shows that:

The respondents responds of AI challenge 1: *AI Makes student become far more lazy to think creatively compared to previously:*
Very agree: 21,6%
Agree: 42,52%
Neutral: 35,6%
Disagree: 3.4%
Completely disagree: 0%
AI Challenge Statement 1:
342/435x100=78.62 (Agree)
AI Challenge Statement 1 indicates that respondents agreed with a score of 78.62.

2. AI does not have Common Sense. AI cannot understand the purpose of the information it was created for

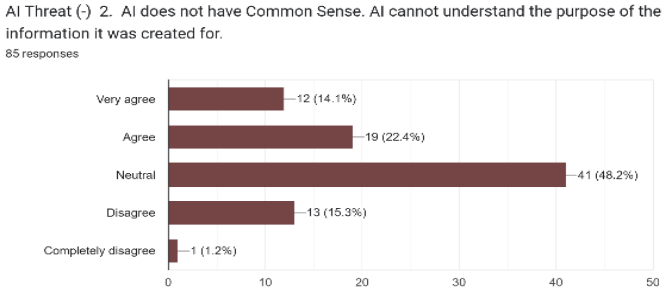

Figure 13. *AI does not have Common Sense. AI cannot understand the purpose of the information it was created for.*

The diagram in Figure 13 shows that:

The respondents responds of AI challenge 2: *AI does not have Common Sense. AI cannot understand the purpose of the information it was created for.*
Very agree: 14,1%
Agree: 22,4%
Neutral: 46,2%
Disagree: 15,2%
Completely disagree: 1,2%
AI Challenge Statement 2:
286/425x100=67.29 (Agree)

AI Challenge Statement 2 indicates that respondents agreed with a score of 67.29.

3. AI is still lagging behind in vertical information processing and requires complex senses

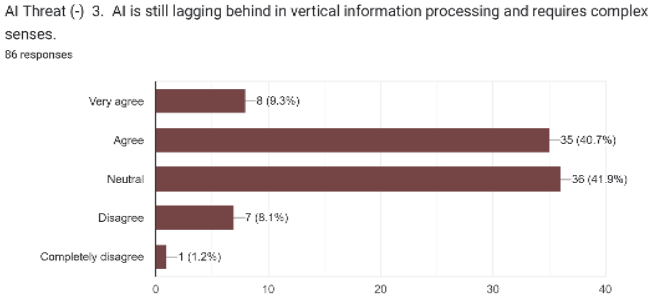

Figure 14. *AI is still lagging behind in vertical information processing and requires complex senses*

The diagram in Figure 14 shows that:

The respondents responds of AI challenge 3: *AI is still lagging behind in vertical information processing and requires complex senses*

Very agree: 9,3%
Agree: 40,7%
Neutral: 41,9%
Disagree: 6,1%
Completely disagree: 1,2%

AI Challenge Statement 3:
303/430x100=70.46 (Agree)
AI Challenge Statement 3 indicates that respondents agreed with a score of 70.46.

4. Student literacy will decline because they do not bother reading journals or books

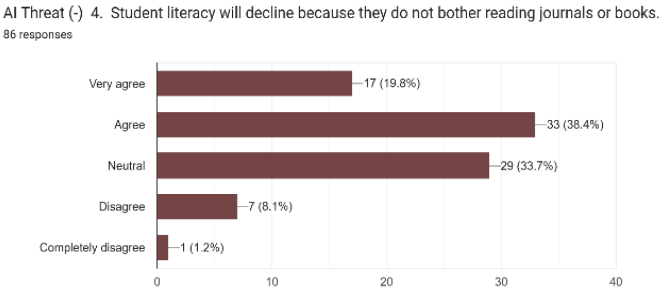

Figure 15. *Student literacy will decline because they do not bother reading journals or books*.

The diagram in Figure 15 shows that:

The respondents responds of AI challenge 4: *Student literacy will decline because they do not bother reading journals or books*

Very agree: 19,2%
Agree: 36,4%
Neutral: 33,7%
Disagree: 6,1%
Completely disagree: 1,2%

AI Challenge Statement 4:
319/430x100=74.18 (Agree)

AI Challenge Statement 4 indicates that respondents agreed with a score of 74.18.

5. Using AI for a long time can potentially be addictive

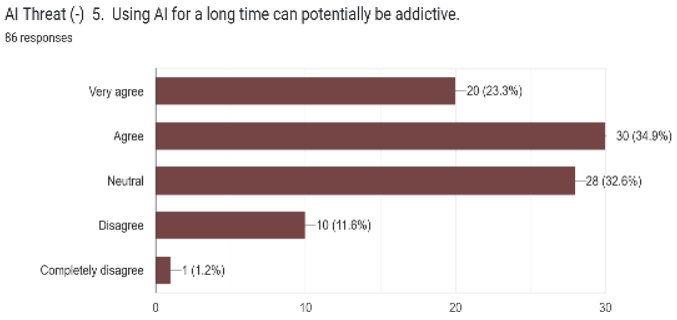

Figure 16. *Using AI for a long time can potentially be addictive*.

The diagram in Figure 16 shows that:

The respondents responds of AI challenge 5: *Using AI for a long time can potentially be addictive.*

Very agree: 23,2%
Agree: 34,9%
Neutral: 32,6%
Disagree: 11,6%
Completely disagree: 1,2%

AI Challenge Statement 5:
325/430x100=75.58 (Agree)
AI Challenge Statement 5 indicates that respondents agreed with a score of 75.58.

6. AI can not improve skill in reading

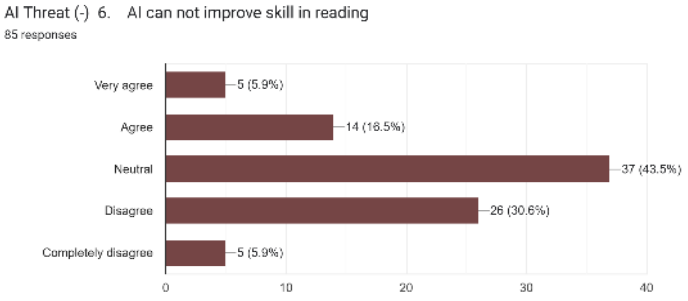

Figure 17. *AI can not improve skill in reading*

The diagram in Figure 17 shows that:

The respondents responds of AI challenge 6: . *AI can not improve skill in reading:*

Very agree: 5,9%
Agree: 16,5%
Neutral: 43,5%
Disagree: 30,6%
Completely disagree: 5,9%

AI Challenge Statement 6:
323/425 x 100 = 76 (Disagree)
AI Challenge Statement 6 indicates that respondents disagreed with a score of 76.

7. AI can not improve skill in writing

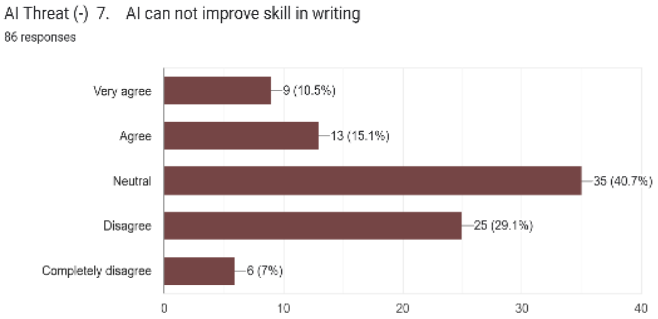

Figure 18. *AI can not improve skill in writing*

The diagram in Figure 18 shows that:
The respondents responds of AI challenge 7: *AI can not improve skill in writing*

Very agree: 10,5%
Agree: 15,1%
Neutral: 40,7%
Disagree: 29,1%
Completely disagree: 7%
AI Challenge Statement 7:
270/430x100=62.79 (Disagree)
AI Challenge Statement 7 indicates that respondents disagreed with a score of 62.79.

8. AI can not improve skill in speaking

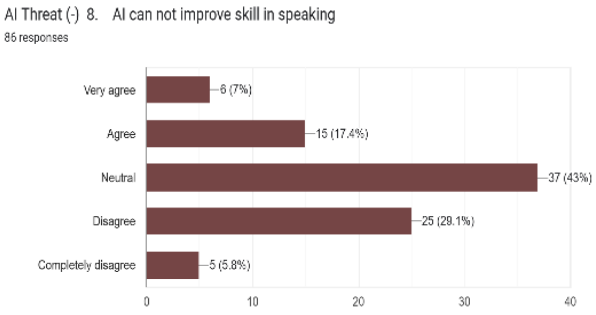

Figure 19. *AI can not improve skill in speaking*

The diagram in Figure 19 shows that:
The respondents responds of AI challenge 8: *AI can not improve skill in speaking:*
Very agree: 7%
Agree: 17,4%
Neutral: 43%
Disagree: 29,1%
Completely disagree: 5,8%
AI Challenge Statement 8:
272/430x100=63.25 (Disagree)
AI Challenge Statement 8 indicates that respondents disagreed with a score of 63.25.

9. AI can not improve skill in translating

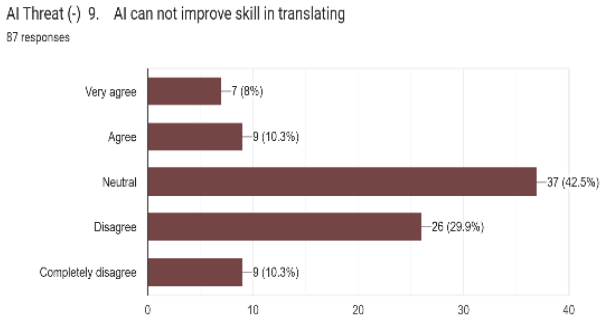

Figure 20. *AI can not improve skill in translating*

The diagram in Figure 20 shows that:

The respondents responds of AI challenge 9: *AI can not improve skill in translating:*

Very agree: 8%
Agree: 10,3%
Neutral: 42,5%
Disagree: 29,9%
Completely disagree: 10,3%

AI Challenge Statement 9:
285/435x100=65.51 (Disagree)
AI Challenge Statement 9 indicates that respondents disagreed with a score of 65.51.

10. AI can not improve skill in listening

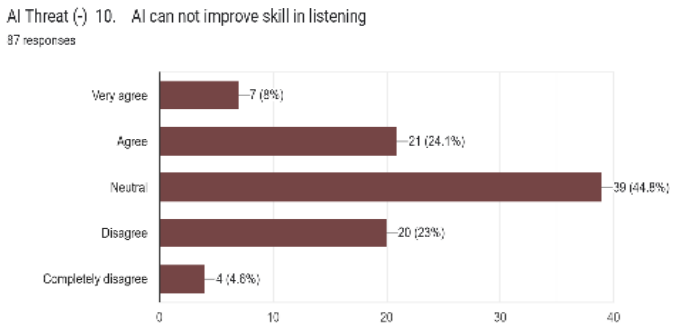

Figure 21. *AI can not improve skill in listening*

The diagram in Figure 21 shows that:

The respondents responds of AI challenge 10: AI can not improve skill in listening

Very agree: 8%
Agree: 24,1%
Neutral: 44,8%
Disagree: 23%
Completely disagree: 4,6%

AI Challenge Statement 10:
266/435x100=61.14 (Disagree)
AI Challenge Statement 10 indicates that respondents disagreed with a score of 61.14.

Table 1. Questionnaire Average

Questionnaire Average			
Opportunity	**Score**	**Challenge**	**Score**
P1	75,52	T1	78,62
P2	72	T2	67,29
P3	78,13	T3	70,46
P4	78,11	T4	74,18
P5	75,11	T5	75,58
P6	70	T6	76
P7	71,62	T7	62,79
P8	69,3	T8	63,25
P9	83,52	T9	65,51
P10	68,13	T10	61,14
Average	**74,144**	**Average**	**69,482**

From the table can be concluded that students responds in using AI in English learning of the opportunity is 74,14. That is bigger than the challenges average, that is in 69,48. It means that students fell that opportunity of using AI in English learning greater than the challenge.

Conclusion

The average opportunities and challenges indicate that students' responses to the opportunities and challenges of using AI in English learning are in the agree range, with an average opportunity value greater than 74.144. Thus, the use of AI in English learning has potential opportunities and challenges in its use related to English learning for STIKOM Uyelindo Kupang students, where the opportunities for using AI are greater. This data answers the problems in this research about comparing of opportunities and challenges in using AI in English learning, that shows that opportunity is bigger than challenge in using AI.

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