



EXPLORING STUDENT PERCEPTION ON THE USE OF CHATGPT AS LEARNING TOOLS IN ENGLISH EDUCATION AT UNIVERSITAS BHINNEKA PGRI

Berlian Meisyaharani Hendradi¹, Erna Dwinata²

Universitas Bhinneka PGRI¹⁻²

e-mail: berlianmeisyaharani@gmail.com¹, ernadwinata1@gmail.com²

Diterima: 20/7/2026; Direvisi: 3/9/2026; Diterbitkan: 8/9/2026

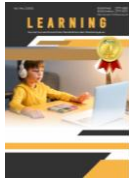
ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa Program Studi Pendidikan Bahasa Inggris mengenai manfaat dan hambatan penggunaan ChatGPT sebagai alat pembelajaran di Universitas Bhinneka PGRI. Penelitian ini dilatarbelakangi oleh kemajuan pesat teknologi kecerdasan buatan (*artificial intelligence/AI*) dan integrasinya yang mendalam ke dalam lingkungan akademik. Metode kualitatif deskriptif digunakan dalam penelitian ini, dengan pengumpulan data melalui kuesioner terbuka. Partisipan penelitian ini adalah 44 mahasiswa dari Program Studi Pendidikan Bahasa Inggris lintas semester aktif (semester 2, 4, 6, dan 8). Temuan penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi yang sangat positif terhadap manfaat fungsional ChatGPT, terutama dalam meningkatkan keterampilan menulis dan membaca, menghasilkan ide, mengoreksi tata bahasa, dan memberikan penjelasan kontekstual yang interaktif. Namun, hambatan akademik yang signifikan juga teridentifikasi, termasuk risiko misinformasi (*AI hallucinations*), keterbatasan teknis platform, dan kekhawatiran mendalam mengenai ketergantungan psikologis yang dapat menurunkan pemikiran kritis mandiri. Meskipun terdapat tantangan tersebut, mahasiswa menunjukkan tingkat literasi kritis yang tinggi dengan memverifikasi jawaban yang dihasilkan AI secara aktif menggunakan sumber akademik tepercaya dan mempertahankan komitmen yang kuat terhadap etika akademik untuk mencegah plagiarisme. Berdasarkan temuan ini, penelitian ini menyarankan perlunya pedoman etika institusional yang jelas dan integrasi literasi AI untuk memastikan bahwa ChatGPT digunakan secara bertanggung jawab sebagai alat pembelajaran tambahan, bukan sebagai pengganti upaya intelektual mandiri.

Kata Kunci: *Alat Pembelajaran, ChatGPT, Kecerdasan Buatan, Pendidikan Bahasa Inggris, Persepsi Mahasiswa.*

ABSTRACT

This study aims to explore English Education Department students' perceptions regarding the benefits and obstacles of using ChatGPT as a learning tool at Universitas Bhinneka PGRI. The research was motivated by the rapid advancement of artificial intelligence (AI) technology and its profound integration into the academic environment. A descriptive qualitative method was employed, with data collected through open-ended questionnaires. The participants were 44 students from the English Education Department across active semesters (semesters 2, 4, 6, and 8). The findings revealed that most students had highly positive perceptions toward the functional benefits of ChatGPT, especially in enhancing writing and reading skills, generating ideas, correcting grammar, and providing interactive contextual explanations. However, significant academic obstacles were also identified, including the risk of misinformation (AI hallucinations), technical platform constraints, and deep-seated concerns regarding



psychological dependency that could diminish independent critical thinking. Despite these challenges, students demonstrated a high degree of critical literacy by actively verifying AI-generated answers with trusted academic sources and maintaining a strong commitment to academic ethics to prevent plagiarism. Based on these findings, this study suggests the need for clear institutional ethical guidelines and AI literacy integration to ensure that ChatGPT is used responsibly as a supplementary learning tool rather than a substitute for independent intellectual effort.

Keywords: *Artificial Intelligence, ChatGPT, English Education, Learning Tools, Student Perception.*

INTRODUCTION

Artificial Intelligence (AI) has become one of the most transformative technologies in contemporary education, particularly in higher education. Its integration has shifted educational practices from conventional teacher-centered instruction toward more interactive, technology-enhanced learning environments. In English Language Teaching (ELT), AI facilitates personalized learning, immediate feedback, and greater access to authentic learning resources, enabling students to develop language competencies more effectively (Haleem et al., 2022; Kristiawan et al., 2024; Tran, 2024). Consequently, AI is increasingly recognized not merely as a technological innovation but as a pedagogical tool that supports students' academic development while promoting learner autonomy (Kohnke et al., 2023; Nur, 2023).

Among various AI-based applications, ChatGPT has attracted considerable attention due to its ability to generate human-like responses through Natural Language Processing (NLP). Developed by OpenAI, ChatGPT assists users in completing various academic activities, including brainstorming ideas, explaining concepts, correcting grammatical errors, translating texts, and producing written content (Nazeer et al., 2024; Prieto-Andreu & Labisa-Palmeira, 2024). Unlike conventional digital learning platforms, ChatGPT enables interactive communication that encourages students to receive immediate explanations tailored to their learning needs, making it a promising learning companion in English language education (Tlili et al., 2023).

The integration of ChatGPT into English language learning offers numerous educational benefits. Previous studies have reported that AI-assisted learning improves writing quality, expands vocabulary, enhances reading comprehension, and supports students in organizing ideas more efficiently (Algaraady & Mahyoob, 2023). Moreover, AI-powered learning environments encourage independent learning by providing instant feedback without the pressure commonly experienced in classroom interactions (Crompton & Burke, 2023; Zhai et al., 2021). These advantages position ChatGPT as a valuable supplementary learning tool capable of supporting students throughout the language learning process.

Despite its educational potential, the increasing use of ChatGPT has also raised important pedagogical and ethical concerns. Researchers have highlighted several challenges, including AI-generated misinformation, excessive dependence on technology, plagiarism, and the possible decline of students' critical thinking abilities (Grassini, 2023; Jarrah et al., 2023; Nopita & Dangan, 2025). Since AI-generated responses are not always accurate, students are expected to possess adequate digital literacy to evaluate information critically before incorporating it into academic work. Therefore, the effectiveness of ChatGPT depends not only on its technological capabilities but also on students' ability to use it responsibly and ethically.



In English Education programs, these issues become increasingly important because prospective English teachers are expected to master language skills while developing critical, reflective, and ethical teaching practices. Besides assisting students in understanding linguistic concepts, ChatGPT is frequently used to develop lesson plans, generate learning materials, and simplify complex language explanations (Maghfiroh & Akhriyah, 2025). Nevertheless, excessive reliance on AI may reduce opportunities for independent problem-solving and authentic knowledge construction, which are essential competencies for future educators.

Several previous studies have investigated students' perceptions of ChatGPT in English language learning. Ahmed Othman (2025) reported that students perceived ChatGPT positively in improving academic writing despite concerns about overdependence. Similarly, Meluwu and Neman (2025) found that students considered ChatGPT useful and easy to use in learning English. Hasanah and Nurcholis (2024) emphasized its contribution to article writing, whereas Pham and Mai (2024) identified both educational benefits and concerns regarding information accuracy and privacy. Safitri and Fithriani (2024), Wardhana et al. (2026), Rahim et al. (2023), and Algrin Hayadi et al. (2025) consistently reported positive perceptions of ChatGPT while emphasizing challenges related to academic integrity, dependence, and information reliability.

Although previous studies have demonstrated the educational value of ChatGPT, most employed quantitative approaches or focused specifically on writing skills. Limited research has qualitatively explored students' perceptions of both the benefits and challenges of ChatGPT within English Education programs, particularly in the context of Universitas Bhinneka PGRI. Furthermore, few studies have examined how students critically respond to ethical issues associated with AI-assisted learning. This gap indicates the need for a more comprehensive exploration of students' experiences in using ChatGPT as a learning tool.

Accordingly, this study aims to explore English Education students' perceptions regarding the benefits and challenges of using ChatGPT as a learning tool at Universitas Bhinneka PGRI. The findings are expected to enrich the existing literature on AI-assisted language learning while providing practical insights for integrating ChatGPT responsibly into English language education through the promotion of AI literacy and academic integrity.

RESEARCH METHOD

This study employed a descriptive qualitative research design to explore English Education students' perceptions of using ChatGPT as a learning tool. A qualitative approach was selected because it allows researchers to understand participants' experiences, opinions, and interpretations of a phenomenon within its natural context. The research was conducted during the Even Semester of the 2025/2026 Academic Year, precisely from February to April 2026, at Universitas Bhinneka PGRI, Tulungagung, East Java, Indonesia. The participants were 44 active undergraduate students from the English Education Department, representing the second, fourth, sixth, and eighth semesters. Participants were selected using purposive sampling because they had active experience using ChatGPT to support their English learning coursework. Involving students across different academic levels provided comprehensive and diverse perspectives regarding the educational benefits and operational challenges of AI-assisted learning.

Data were collected using an open-ended questionnaire distributed electronically to all participants. The instrument was structured to encourage respondents to describe their experiences freely, allowing the researchers to obtain rich qualitative data regarding the practical use of ChatGPT in English language learning. The questionnaire focused on four



central dimensions: usage patterns, perceived functional benefits, academic and technical obstacles, and verification practices alongside ethical considerations. The collected data were analyzed using thematic analysis following the six-phase framework proposed by Braun and Clarke. The analysis began with data familiarization through repeated reading of participants' responses, followed by initial coding to identify meaningful statements. Similar codes were subsequently organized into broader sub-themes and overarching themes representing students' perceptions. Finally, the themes were interpreted and contextualized with relevant literature. To ensure the trustworthiness of the findings, the researcher applied credibility and dependability procedures throughout the analysis process. Responses were examined systematically, and the interpretation of the data was continuously compared with the original participants' statements to maintain consistency and accurately represent their perspectives.

RESULTS AND DISCUSSION

Results

A total of 44 students from the English Education Department at Universitas Bhinneka PGRI participated in this study. The thematic analysis of the open-ended questionnaire identified four major themes regarding students' perceptions of ChatGPT as a learning tool. A systematic summary of these thematic findings is presented in Table 1.

Table 1. Summary of Thematic Findings on ChatGPT Utilization, Benefits, Challenges, and Ethical Practices

No.	Overarching Theme	Key Sub-Themes & Identifiers	Core Student Perceptions & Practical Examples
1.	Patterns of ChatGPT Utilization	• Academic course integration • Supplementary learning partner • Pre-writing and drafting aid	Used widely in <i>Academic Writing, Grammar, Research Methodology</i> , and thesis drafting as an initial consultation partner rather than an automated task-solver.
2.	Perceived Educational Benefits	• Writing & grammar improvement • Reading comprehension support • Vocabulary enrichment	Provides instant, contextual grammatical corrections, simplifies complex academic journal texts, suggests varied vocabulary, and allows iterative follow-up queries without anxiety.



		• High learning efficiency	
3.	Perceived Challenges & Obstacles	• Misinformation & AI hallucinations • Technical & access constraints	Inaccurate factual claims or non-existent citations, server limits/network instability on free versions, and concerns over declining independent analytical thinking.
4.	Verification Practices & Ethics	• Risk of cognitive dependency • Cross-referencing academic sources • Adherence to academic integrity • Human-in-the-loop writing	Active cross-checking of AI output against primary textbooks and verified journals, refusing direct copy-pasting, and treating AI output purely as foundational scaffolding.

Theme 1. Patterns of ChatGPT Utilization in English Learning

The findings indicate that ChatGPT has become one of the most frequently used digital learning tools among English Education students. Although the intensity of use varied among participants, most respondents reported using ChatGPT whenever they encountered English assignments requiring writing, reading comprehension, grammar checking, or idea development. Students explained that the application was particularly useful when they experienced difficulties understanding complex learning materials or when they needed immediate explanations outside classroom hours.

Participants reported that ChatGPT was widely used in courses such as *Academic Writing*, *Grammar*, *Research Methodology*, *Microteaching*, and thesis writing. Besides answering academic questions, students also used ChatGPT to summarize journal articles, generate writing ideas, prepare presentation materials, explain unfamiliar vocabulary, and improve sentence organization. Several respondents stated that ChatGPT helped them complete assignments more efficiently because it provided direct explanations without requiring them to browse numerous websites.

Another interesting finding is that students generally did not rely on ChatGPT to complete assignments automatically. Instead, they described using the application as an initial learning partner to obtain explanations, generate ideas, or improve draft writing before revising the final version independently. This utilization pattern demonstrates that ChatGPT primarily functions as a supplementary learning resource that supports students throughout the learning process rather than replacing their own academic efforts.

Theme 2. Perceived Educational Benefits of ChatGPT

Overall, students expressed highly positive perceptions regarding the educational benefits of ChatGPT. The most frequently reported advantage was its contribution to improving



English writing skills. Participants explained that ChatGPT assisted them in correcting grammatical errors, selecting appropriate vocabulary, organizing paragraphs, improving sentence coherence, and developing ideas for academic writing. Consequently, writing assignments became easier to complete while maintaining better language quality. Besides improving writing performance, ChatGPT also supported reading comprehension. Many respondents stated that the application simplified difficult journal articles and academic texts by providing concise explanations using more understandable language. This feature enabled students to comprehend complex concepts more quickly without depending solely on lecturers or printed reference books.

Vocabulary development and grammar learning also emerged as important benefits. Students explained that ChatGPT introduced alternative word choices, clarified differences between similar expressions, and provided contextual examples that helped them understand language use more effectively. Rather than merely translating sentences, the application offered explanations that encouraged students to recognize grammatical patterns and appropriate language structures. Another major benefit identified by participants was learning efficiency. Compared with conventional search engines, ChatGPT provided immediate, interactive, and contextual responses. Students appreciated the opportunity to ask follow-up questions until they fully understood a topic without feeling hesitant or embarrassed. This interactive communication created a more flexible learning environment and encouraged independent learning beyond classroom instruction.

Theme 3. Perceived Challenges of Using ChatGPT

Despite recognizing its educational benefits, participants also identified several challenges associated with the use of ChatGPT. The most frequently mentioned concern was the possibility of receiving inaccurate or incomplete information. Students acknowledged that ChatGPT occasionally generated responses that lacked supporting evidence or contained factual inaccuracies, particularly when addressing specific academic topics. Therefore, respondents believed that AI-generated information should not be accepted uncritically. Technical limitations also affected students' learning experiences. Several respondents reported unstable internet connections, server interruptions, and restrictions associated with the free version of ChatGPT. These issues sometimes limited access to certain features or reduced response quality during intensive academic activities.

Another concern involved the potential for technological dependency. Participants recognized that excessive reliance on ChatGPT could reduce their motivation to think critically, solve problems independently, and develop original ideas. Some students worried that continuous dependence on AI assistance might gradually weaken their analytical and writing abilities if they no longer attempted to complete tasks independently. Furthermore, respondents highlighted concerns regarding the misuse of ChatGPT in academic settings. They believed that using AI-generated responses without proper understanding or modification could lead to plagiarism and diminish genuine learning experiences. These findings demonstrate that students were aware not only of the advantages offered by ChatGPT but also of its possible negative consequences when used irresponsibly.

Theme 4. Verification Practices and Academic Ethics

One of the most significant findings of this study is students' awareness of responsible AI use. Most participants explained that they did not immediately trust every response generated by ChatGPT. Instead, they routinely verified information by comparing it with textbooks, lecture materials, scientific journals, and other reliable academic references before



incorporating it into assignments. This verification process was considered essential to ensure the accuracy and credibility of academic work. Participants also emphasized that ChatGPT should function as a supporting learning resource rather than a substitute for personal effort. They preferred using the application to generate initial ideas, improve grammar, clarify difficult concepts, or revise writing while maintaining responsibility for producing original academic work. Most respondents rejected directly copying AI-generated content because they considered such practices inconsistent with academic integrity.

Discussion

The findings of this study demonstrate that English Education students generally hold positive perceptions toward ChatGPT as a learning tool. Participants considered ChatGPT an effective educational resource that supports various English learning activities, particularly academic writing, grammar correction, vocabulary development, reading comprehension, and idea generation. These findings indicate that students perceive ChatGPT not merely as a technological innovation but as a learning companion that facilitates independent learning and improves academic productivity. This perception aligns with Walgito's theory of perception, which states that perception is formed through the interaction between external stimuli and an individual's cognitive interpretation. In this context, students' positive experiences while using ChatGPT became meaningful stimuli that shaped favorable perceptions of its educational value.

The findings also support Gibson's ecological theory of perception, which emphasizes that individuals perceive an object based on its functional value within a particular environment. Students consistently reported that ChatGPT assisted them in solving academic problems more efficiently by providing immediate explanations and personalized responses. Consequently, they perceived the application as a practical and useful learning resource within the English learning environment. The ability of ChatGPT to provide contextual assistance strengthened students' confidence in completing academic tasks while encouraging more autonomous learning.

Another important finding is that ChatGPT contributed to improving students' English language competencies, particularly writing performance, vocabulary acquisition, grammar accuracy, and reading comprehension. Rather than functioning solely as a translation tool, ChatGPT enabled students to receive detailed explanations, alternative sentence structures, and immediate feedback, allowing them to refine their language production independently. This finding supports previous studies by Ahmed Othman (2025), Meluwu and Neman (2025), and Hasanah and Nurcholis (2024), which concluded that students generally perceive ChatGPT as a valuable educational technology capable of enhancing English learning outcomes. Similar findings were also reported by Pham and Mai (2024), who found that AI-assisted learning improves learning flexibility while increasing students' engagement in language learning activities.

Despite these positive perceptions, participants also demonstrated critical awareness regarding the limitations of ChatGPT. Students recognized that AI-generated responses might contain inaccurate information, incomplete explanations, or fabricated references. Consequently, they considered ChatGPT inappropriate as the sole source of academic information. This finding reflects Gregory's constructivist theory of perception, which explains that perception is not a passive process but involves active interpretation based on prior knowledge and experience. Students did not simply accept AI-generated responses but actively evaluated their credibility before applying them in academic work.



Participants also expressed concerns regarding excessive dependence on AI technology. They believed that continuous reliance on ChatGPT might reduce critical thinking, creativity, and independent problem-solving abilities if students no longer attempted to construct knowledge independently. This finding is consistent with previous studies conducted by Jarrah et al. (2023) and Nopita and Dangin (2025), which highlighted academic integrity and technological dependency as major challenges associated with the implementation of generative artificial intelligence in higher education. Therefore, although ChatGPT offers substantial educational benefits, responsible and balanced utilization remains essential to ensure meaningful learning experiences.

One of the most significant findings of this research concerns students' awareness of academic ethics. Most participants reported verifying AI-generated information by comparing it with textbooks, lecture materials, scientific journals, and other reliable academic references before using it in assignments. Furthermore, students emphasized that ChatGPT should be utilized as a supporting learning tool rather than as a replacement for their own intellectual effort. This behavior reflects Bruner and Postman's perspective that perception is influenced by cognitive expectations and previous learning experiences. Students' understanding of academic integrity guided them to evaluate AI-generated information critically instead of accepting it unquestioningly.

Compared with previous studies, this research provides a broader understanding of students' perceptions by exploring not only the educational benefits of ChatGPT but also the challenges, verification practices, and ethical considerations associated with its implementation in English language learning. While many previous studies primarily focused on writing improvement or technology acceptance, the present study demonstrates that students possess balanced perceptions toward ChatGPT. They appreciate its contribution to improving learning efficiency while simultaneously recognizing the necessity of information verification, digital literacy, and responsible AI utilization. These findings strengthen the argument that successful integration of artificial intelligence into English language education depends not only on technological sophistication but also on students' critical thinking skills and ethical awareness.

CONCLUSION

This study explored English Education students' perceptions of using ChatGPT as a learning tool at Universitas Bhinneka PGRI. The findings indicate that students generally perceive ChatGPT positively due to its ability to support various aspects of English language learning, including academic writing, grammar improvement, vocabulary development, reading comprehension, idea generation, and independent learning. The application was also considered an effective learning companion because it provides immediate, interactive, and personalized responses that enhance learning efficiency and facilitate students' understanding of complex academic materials.

Despite these advantages, students also recognized several challenges associated with ChatGPT, including the possibility of inaccurate information, technical limitations, excessive dependence on AI, and concerns related to academic integrity. Importantly, most participants demonstrated critical awareness by verifying AI-generated information using reliable academic sources before incorporating it into their coursework. These findings suggest that the educational value of ChatGPT depends not only on its technological capabilities but also on students' digital literacy, critical thinking, and responsible use of artificial intelligence. Therefore, higher education institutions should encourage the integration of AI literacy and



ethical guidelines into English language learning to maximize the benefits of ChatGPT while minimizing its potential risks. Future research is recommended to involve participants from different universities or educational contexts and to employ mixed-method or longitudinal approaches to obtain a more comprehensive understanding of the long-term impact of AI-assisted learning on students' language development and academic performance.

REFERENCES

- Ahmed Othman, A. K. (2025). EFL students' perceptions on using ChatGPT as an AI tool for developing academic writing skills: A case study at University College of Haql. *Journal of Curriculum and Teaching*, 14(3), 18–31. <https://doi.org/10.5430/jct.v14n3p18>
- Algaraady, J., & Mahyoob, M. (2023). ChatGPT's capabilities in spotting and analyzing writing errors experienced by EFL learners. *Arab World English Journal*, 2(9), 306–312. <https://doi.org/10.24093/awej/elt2.19>
- Algrin Hayadi, A., Sofyan, D., & Syafryadin, S. (2025). EFL students' perceptions toward ChatGPT as a writing instrument. *ELTIN Journal: Journal of English Language Teaching in Indonesia*, 13(1), 75–88. <https://ejournal.stkipsiliwangi.ac.id/index.php/eltin/article/view/5466>
- Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education*, 20(1), Article 22. <https://doi.org/10.1186/s41239-023-00392-8>
- Grassini, S. (2023). Shaping the future of education: Exploring the potential and consequences of AI and ChatGPT in educational settings. *Education Sciences*, 13(7), Article 692. <https://doi.org/10.3390/educsci13070692>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hasanah, U., & Nurcholis, I. A. (2024). English education students' perception of the use of ChatGPT in writing articles. *Pubmedia Jurnal Pendidikan Bahasa Inggris*, 1(2), Article 10. <https://doi.org/10.47134/jpbi.v1i2.298>
- Jarrah, A. M., Wardat, Y., & Fidalgo, P. (2023). Using ChatGPT in academic writing is (not) a form of plagiarism: What does the literature say? *Online Journal of Communication and Media Technologies*, 13(4), Article e202346. <https://doi.org/10.30935/ojcm/13572>
- Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. *RELJ Journal*, 54(2), 537–550. <https://doi.org/10.1177/00336882231162868>
- Kristiawan, D., Bashar, K., & Pradana, D. A. (2024). Artificial intelligence in English language learning: A systematic review of AI tools, applications, and pedagogical outcomes. *The Art of Teaching English as a Foreign Language (TATEFL)*, 5(2), 207–218. <https://doi.org/10.36663/tatefl.v5i2.912>
- Maghfiroh, T. G., & Akhriyah, S. (2025). EFL learners' perception of using ChatGPT as a supporting tool for academic writing: Benefits and challenges. *The Future of Education Journal*, 4(8), 101–114. [https://garuda.kemdiktisaintek.go.id/journal/view/30960?issue=Vol%204%20No%208%20\(2025](https://garuda.kemdiktisaintek.go.id/journal/view/30960?issue=Vol%204%20No%208%20(2025)



- Meluwu, D. F. E., & Neman, M. I. E. (2025). Students' perception towards the use of ChatGPT as a tool for learning English. *Global Education Journal*, 3(2), 206–216. <https://doi.org/10.59525/gej.v3i2.712>
- Nazeer, I., Khan, N. M., Nawaz, A., & Rehman, J. (2024). An experimental analysis of pragmatic competence in human-ChatGPT conversations. *Pakistan Journal of Humanities and Social Sciences*, 12(1), 424–435. <https://doi.org/10.52131/pjhss.2024.v12i1.2061>
- Nopita, M., & Dangin, D. (2025). The threats and mitigation of ChatGPT on academic writing in higher education: Educators' view. *Jurnal Penelitian Humaniora*, 26(2), 67–76. <https://doi.org/10.23917/humaniora.v26i2.11035>
- Nur, F. T. (2023). Artificial intelligence (AI) technology in OpenAI ChatGPT application: A review of ChatGPT in writing English essay. *ELT Forum: Journal of English Language Teaching*, 12(1), 44–58. <https://doi.org/10.15294/elt.v12i1.65651>
- Pham, U., & Mai, T. (2024). Exploring the acceptance of ChatGPT usage among Vietnamese English major students in English language learning: A case study. *Nurturing Open Minds, Shaping Inclusive Futures in Language Education*, 171–182. <https://doi.org/10.57298/9786047399581-171>
- Prieto-Andreu, J. M., & Labisa-Palmeira, A. (2024). Quick review of pedagogical experiences using GPT-3 in education. *Journal of Technology and Science Education*, 14(2), 633–647. <https://doi.org/10.3926/jotse.2111>
- Rahim, E. M. A., Rahim, M. E. A., Razawi, N. A., & Mohamed, N. A. (2023). Students' perception on the use of ChatGPT as a language learning tool. *Ideology Journal*, 8(2), 70–78. <https://doi.org/10.24191/idealogy.v8i2.456>
- Safitri, M., & Fithriani, R. (2024). Exploring higher education EFL students' perception of AI writing tools in the 5.0 era. *Cetta: Jurnal Ilmu Pendidikan*, 7(1), 267–276. <https://doi.org/10.37329/cetta.v7i1.3158>
- Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, 10(1), Article 15. <https://doi.org/10.1186/s40561-023-00237-x>
- Tran, T. Q. (2024). Artificial intelligence in English language education: A systematic review. *Journal of English Language and Literature*, 11(1), 45–56. <https://doi.org/10.17722/jell.v11i1.560>
- Wardhana, N., Authar, N., Saputri, T., Sarkawi, D., & Zaniar, S. (2026). Students' perceptions of ChatGPT AI as a writing tool for senior high school of English learning. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 5(1), 15306–15313. <https://doi.org/10.31004/riggs.v5i1.8237>
- Zhai, X., Chu, X., Chai, C. S., Jong, M. S. Y., Istenic, A., Spector, M., Liu, J. B., Yuan, J., & Li, Y. (2021). A review of artificial intelligence (AI) in education from 2010 to 2020. *Complexity*, 2021, Article 8812542. <https://doi.org/10.1155/2021/8812542>