
Investigating EFL Students' Perception of AI- Powered Learning Assistance

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ABSTRACT

This study investigates EFL learners' perceptions of integrating artificial intelligence (AI) into English language learning. The rapid advancement of AI has significantly influenced various aspects of social life, including education, where AI-based tools are increasingly utilized to support learning activities. This research aims to explore students' perspectives on the effectiveness, benefits, and challenges of AI applications in English learning. A descriptive design was employed, using a Likert-scale closed-ended questionnaire and open-ended questions as instruments for data collection. The participants consisted of students from the English Department of STKIP Muhammadiyah Pagaram. The findings reveal that students generally have positive perceptions of AI applications in English language learning. Most respondents agree that AI facilitates learning, enhances efficiency, and supports the development of language skills through features such as translation, grammar checking, and pronunciation assistance. However, several challenges were also identified, including inaccurate outputs and limited accessibility due to poor internet connectivity. In conclusion, AI applications serve as effective tools in EFL learning by accelerating the learning process and improving learning efficiency, although technical and reliability issues remain important considerations for their optimal use.

KEYWORDS

Artificial Intelligence (AI), EFL Learners, English Students



Introduction

Rapid growth of technology is compelling us to effectively respond to rapid changes in the era of Industry 4.0, the role of technology has become increasingly significant. Technology serves as a medium for delivering information in various forms, including text, images, and audio (Rahayu & Pujiyono, 2017). This indicates that technology plays a vital role in supporting multiple aspects of human life, including the field of education. In the educational context, technology offers a wide range of benefit for both teachers and learners. Its utilization is highly diverse, ranging from the use of information and Communication Technology (ICT) to various digital learning platform and application. The integration of Artificial Technology (AI) has gained significant attention, particularly in English as a Foreign Language (EFL) Learning. Technology assists learners to access information easily and supports them in acquiring new knowledge and skill efficiently. Simultaneously, it assists teachers in designing instructional material, monitoring students' progress, and providing more effective assessment. Moreover, technology allows teachers to personalize instruction to learner' need, thereby improving the overall quality of education (Manuel, 2018). It is indicated that technologies significantly enhance both teaching effectiveness and learning outcomes.

In recent years, Artificial Intelligence (AI) has become a prominent technological innovation in education. AI refers to a domain within computer science that aims to create systems capable of simulating human cognitive processes, such as learning, reasoning, problem-solving, and language use (Ribeiro, 2021). Additionally, Thompson (2022) defines artificial intelligence in education as the application of computer-based systems designed to simulate human cognitive functions—such as perception, reasoning, and decision-making—to enhance the effectiveness of teaching and learning processes. Furthermore, AI-powered learning environments can be accessed through a variety of software programs and applications that operate on digital platforms. In the last few years, Artificial Intelligence (AI) has grown in prominence by offering diverse technological tools to facilitate academic writing, including QuillBot, DeepL, Google Translate, and ChatGPT (Chen, 2023)

In the domain of learning languages, Xu et al. (2019) emphasize that AI can support specific language skills, particularly reading comprehension, by providing interactive and adaptive learning environments. Moreover, Pokrivcakova (2019) highlights that AI can facilitate a wide range of



educational activities, including automated grading, immediate feedback, adaptive learning systems, intelligent tutoring, and predictive analysis of learners' performance. These capabilities demonstrate that AI is not only a technological innovation but also a pedagogical tool that can transform traditional learning into a more interactive, efficient, and learner-centered process. A previous study by Liu, Hou, Tu, Wan, and Hwang (2021) indicated that students perceive Artificial Intelligence (AI) as an effective tool for improving their language learning experiences. In addition, AI has been shown to promote collaborative and personalized learning experiences. Arini et al. (2022) argue that AI enables more advanced forms of collaboration among learners while simultaneously supporting individualized learning pathways. As a tool, AI assists learners in improving their language proficiency across various aspects, such as vocabulary, grammar, pronunciation, and comprehension. Previous studies have consistently highlighted the positive impact of Artificial Intelligence (AI) on language learning. For instance, Liu et al. (2021) report that learners tend to perceive AI as a beneficial tool in enhancing their language learning experiences. In a line with Zhang and Chen (2021) demonstrate that AI-based instructional approaches can generate high levels of student satisfaction, reaching approximately 80%. Additionally, Wang and Hu (2020) note that AI technologies are increasingly integrated into English language teaching to support learning activities, facilitate communication, and provide real-time feedback to learners.

Moreover, the development of digital platforms has further enhanced the effectiveness of EFL teaching and learning. According to Fitria (2021), technological advancements have made the teaching process more flexible and accessible. These developments provide opportunities for educators to integrate language literacy with digital literacy, which is essential for improving learners' competencies in the 21st century. AI-powered platforms, in particular, offer interactive and engaging learning activities that encourage learners to actively practice their language skills. Despite the numerous advantages offered by AI in education, it is important to understand how learners perceive its use in the learning process. Learners' perceptions play a crucial role in determining the effectiveness and acceptance of technology in educational settings. Positive perceptions may lead to increased motivation, engagement, and learning outcomes, while negative perceptions may hinder the successful implementation of AI-based tools. Therefore, investigating



learners' views is essential to ensure that the integration of AI aligns with their needs and expectations.

Therefore, this study aims to examine learners' perceptions regarding the integration of Artificial Intelligence (AI) in supporting their English language learning process, particularly in the context of English as a Foreign Language (EFL). These findings are expected to provide empirical insights into the effectiveness of AI as a pedagogical tool, as well as contribute to the advancement of more innovative, adaptive, and learner-centered teaching practices in language education.

Method

This study applied a descriptive methodology to address the research objectives to investigated students' perceptions towards the use of AI in learning English at English Education Study Program Student of STKIP Muhammadiyah Pagaralam. In accordance with Creswell (2022), a descriptive approach to analysis in qualitative and quantitative research is defined as an analytical method that involves a close examination of the original data, the utilization of a restricted set of frameworks and interpretive techniques, and the organization of the data in a systematic manner into distinct categories or themes. The population in this study was all English Department students and purposive sampling was employed in data collection process.

Discussion

A closed-ended questionnaire

This study employed a closed-ended questionnaire structured on a Likert scale as its primary data collection instrument. According to Sigiono (2013), the Likert scale is employed to measured individual' or group attitudes, opinion and perception toward social phenomena. Additionally, the researcher employed the interview method to gather more comprehensive data on the subject under investigation through the use of open-ended questions. The objective of this data collection is to ascertain the respondents' opinions regarding the problem at hand. This study intended to identify respondents' opinions on the utilization of AI as a tool in facilitating English language learning.

The data derived from the closed-ended questionnaire were organized into four categories, each representing distinct aspects of students' perceptions of the use of Artificial Intelligence (AI) in English language teaching and learning.



No.	Questionnaire Categories	Mean
1.	Understanding AI strategies and applications for teaching/learning English	3,59
2.	The effectiveness of AI applications in teaching/learning the English language	3,45
3.	Actual use of AI applications for teaching/learning English	3,51
4.	Needs for and methods of using AI applications for teaching/learning English	3,57

The findings of this study, derived from the analysis of closed-ended questionnaire responses, reveal a generally positive perception of Artificial Intelligence (AI) in English language learning. The categorization of responses based on mean a score interval provides a comprehensive understanding of learners’ perspectives across several dimensions, including understanding, effectiveness, usage, and needs related to AI applications.

The results in the first category, which focused on learners’ understanding of AI strategies and applications in English language learning, indicate a high level of comprehension, reflects that respondents have an adequate grasp of how AI can be employed to support learning processes. This level of understanding is essential, as it influences learners’ ability to interact productively with AI tools. Learners with strong conceptual knowledge are more likely to utilize AI effectively and maximize its benefits in language acquisition, whereas limited understanding may result in suboptimal and less meaningful use of the technology.

Accessibility of AI applications emerges as a significant factor contributing to this outcome. The ease with which learners can access these technologies allows for more frequent and self-directed engagement, thereby promoting the development of autonomous learning practices. This result aligns with Huang et al., who highlight accessibility—defined as the capacity to utilize AI tools anytime and anywhere—as a crucial element in facilitating effective learning experiences. From a pedagogical standpoint, such accessibility extends learning opportunities beyond the confines of the classroom and plays a vital role in fostering learner autonomy, particularly within EFL context



The second category focuses on the perceived effectiveness of AI-based applications in facilitating English language learning. The results demonstrate a high level of agreement among respondents regarding the effectiveness of AI in improving the learning process. This suggests that learners recognize AI as a tool that can enhance efficiency, particularly through features such as immediate feedback and error detection. The respondents provided a high response, indicating that AI applications have the potential to accelerate and enhance the efficiency of the teaching and learning process for English. The ability of AI systems to provide rapid and detailed feedback plays a significant role in accelerating learning, as it allows learners to identify and correct their mistakes in real time. This finding aligns with Hartono et al. (2023), who argue that AI technologies enhance learning effectiveness by offering instant and accurate feedback. Furthermore, Wu and Wang argue that the integration of AI-based flipped classroom models enables learners to develop stronger self-regulated learning skills, enhance their ability to generate and apply knowledge, and evaluate the effectiveness of their own learning, ultimately leading to improved learning outcomes. With a learning experience that adapts to students' preferences, students' confidence is enhanced, encouraging their desire to learn. This indicates that the utilization of Artificial Intelligence (AI) in the learning process provides significant benefits in facilitating students' language learning.

Furthermore, findings from prior research provide empirical support for the effectiveness of AI in enhancing specific language skills. For example, a study by Suryana, Asrianto, and Murwantono (2020) indicates that AI-driven applications, including streaming and audio-based platforms, can significantly improve learners' listening proficiency. This suggests that the role of AI extends beyond general learning facilitation to the development of particular language competencies.

Nevertheless, it is important to acknowledge that perceptions of effectiveness may differ depending on learners' technological familiarity and their ability to incorporate AI tools into their learning strategies. When learners perceive AI as complex or challenging to use, its potential advantages may not be fully optimized.

The third category examines the actual use of AI applications in English language learning. The findings indicate that respondents not only understand AI but also actively utilize it in their learning processes. The high mean score suggests that AI tools have been integrated into learners' daily learning practices not only comprehend AI application, strategies and the effectiveness



of AI itself. Notably, applications such as Google Translate are frequently used to identify the meanings of unfamiliar words and to support vocabulary development. This reflects a practical and functional use of AI, particularly in addressing immediate learning needs. Medvedev (2016) suggests that Google Translate is among the most accessible and user-friendly tools for translation purposes. The application provides fast and reasonably accurate bilingual translation across multiple languages. As a result, students recognize its practical benefits and tend to use it more frequently, both inside and outside the classroom. Furthermore, Dewi (2022), who reported that learners commonly use AI tools to assist with vocabulary acquisition and writing tasks. However, this pattern of use also suggests that learners may rely heavily on AI for basic language functions, such as translation, rather than exploring more advanced features. While such use is beneficial, it may limit the development of higher-order language skills, such as critical thinking and independent language production. Therefore, it is important to encourage learners to utilize AI in more diverse and cognitively engaging ways.

The fourth category focuses on learners' needs and strategies in utilizing AI applications for English language learning. The findings reveal a generally positive response, indicating that learners are able to employ AI tools in ways that correspond to their learning requirements. One prominent advantage identified is the adaptability of AI. AI-driven systems are capable of personalizing learning experiences by recommending content based on learners' proficiency levels, preferences, and instructional goals. This flexibility contributes to increased learner confidence and motivation, as individuals can engage with materials that are appropriately matched to their abilities. These results suggest that respondents were able to use AI applications effectively in both learning and teaching contexts. Such effectiveness can be attributed to the adaptive nature of AI-based learning environments, which can be tailored to the specific needs of individual users. In practice, AI applications are able to recommend suitable content by considering learners' unique characteristics, including their competencies, preferences, and learning objectives. This finding is in line with Pandarova et al., (2019) who emphasize the capacity of AI systems to adjust the level difficulty in accordance with learners' abilities. Such personalization allows learners to advance according to their individual pace, thereby enhancing overall learning effectiveness. From a theoretical perspective, this finding is consistent with learner-centered approaches, which emphasize the need to tailor instruction to individual learner differences.



Overall, the results of the closed-ended questionnaire indicate a consistently positive perception of AI across all categories, as reflected by mean scores that range from moderate to high levels. Respondents generally agree that AI facilitates their English learning processes and contributes to the improvement of their language skills. The most frequently utilized features—such as text translation and digital dictionaries—further demonstrate the practical value of AI in supporting everyday learning activities.

However, despite these positive findings, it is important to critically consider the potential limitations of AI use. Overreliance on AI tools, particularly for translation, may reduce opportunities for learners to develop independent language skills. Additionally, the effectiveness of AI depends not only on its availability but also on learners' digital literacy and teachers' ability to integrate these tools pedagogically. Therefore, the role of educators remains essential in guiding learners to use AI effectively, critically, and responsibly. In summary, the findings of this study suggest that AI offers substantial benefits for English language learning due to its accessibility, effectiveness, adaptability, and diverse functionalities. It enables learners to engage in more efficient, flexible, and personalized learning experiences. Nevertheless, to maximize its potential, the use of AI should be accompanied by appropriate guidance and balanced with the development of independent learning skills.

Open-ended questions

The findings from the open-ended questions are organized into five main categories. The first open-ended question aimed to identify the types of Artificial Intelligence (AI) applications used by students in learning English. Based on the responses collected, it was found that the majority of students relied on Google Translate, with 28 respondents (68%) reporting its use. This was followed by Chat GPT, which was used by 10 students (24%). A smaller proportion of respondents reported using Grammarly, with 2 students (5%), while only 1 student (3%) indicated using DeepL Translate in their English learning activities. The findings indicate that Google Translate is the most frequently used artificial intelligence application among respondents. This result is consistent with the data obtained from the closed-ended questionnaire, which revealed a high reliance on translation tools and digital dictionaries. The widespread use of Google Translate can be attributed to its practicality, particularly in enabling learners to quickly identify the meanings of unfamiliar words, thereby facilitating a more efficient learning process.



Further evidence from Dewi et al. (2022) emphasizes the contribution of Artificial Intelligence (AI) to English language learning. The study demonstrates that AI technologies support the development of learners' language proficiency. In addition, interview findings reveal that commonly used AI applications, including Duolingo, Google Translate, and Grammarly, assist students in improving a range of language skills, particularly in writing, listening, and pronunciation.

The second question posed by the researcher aimed to ascertain students' perceptions of the effect of the artificial intelligence application on the ease of learning English. The students' responses indicate that Artificial Intelligence (AI) plays a significant role in facilitating the learning process. Students indicated that they can perceive the advantages of identifying the meanings of unfamiliar English words. Additionally, the respondents highlighted that a potential drawback of Artificial Intelligence (AI) applications is the risk of fostering student dependency, which may result in decreased learning effort and academic engagement. Zhang et al. (2024) found that excessive reliance on AI tools may reduce students' autonomy in learning, as they tend to depend on technology rather than engaging in independent cognitive processing. This condition can subsequently weaken critical thinking skills, creativity, and active academic participation. A small number of students reported specific challenges in using Artificial Intelligence (AI) applications, particularly the occurrence of outputs containing grammatical errors and inaccurate word choices. This poses a challenge for learners in ensuring the accuracy of AI-generated results, thereby necessitating continuous verification and critical evaluation of the information provided. The researcher has concluded that artificial intelligence applications can facilitate the learning of English, with the potential for rapid progress, but they can also pose challenges in terms of output, with the possibility of including errors. Furthermore, they can potentially lead to a lack of motivation among students to engage in the learning process.

In the third question, researcher sought to identify the advantages students perceive when utilizing artificial intelligence applications for English language learning. The students identified English vocabulary improvement and the ability to complete English assignments more efficiently. As state by Alghamd (2023) AI-powered language learning tools provide personalized vocabulary practice, enabling learners to expand their lexical knowledge more effectively. Such an approach could facilitate the recognition of progress in writing skills. Students who encounter difficulties in grammar, spelling, word



choice, and other aspects of written communication could utilize technology tools to enhance their writing proficiency and engage in practice exercises to develop their abilities in academic English writing.

In the fourth question, the researcher aimed to identify students' perceptions of the challenges encountered in using Artificial Intelligence (AI) applications for English language learning. The findings indicate a variation in students' experiences, as a small number of respondents reported no difficulties in using AI applications. However, the majority of students experienced certain challenges during their use. The most frequently reported issue was poor internet connectivity, which hindered their access to AI applications and affected the smoothness of the learning process. This suggests that technical factors, particularly network stability, play a crucial role in determining the effectiveness of AI integration in language learning environments.

In the fifth question, the researcher intended to determine students' perceptions regarding the utilization of AI applications in the English language learning process. In contrast to the previous question, the researcher observed a mixed response to this question. Some students concur that AI applications are employed in the learning of English because they facilitate a more efficient and effective learning process, given the demands of the technological era. Furthermore, some students contend that the process of learning English does not necessitate the utilization of AI, citing the challenges previously outlined in the preceding question.

Additionally, the results of open-ended question led the researcher to conclude that AI has a multitude of benefits that can be utilized in the process of learning English. One of the most widely felt benefits are the acquisition of English vocabulary. In addition to the a priori advantages, AI can also present certain disadvantages in the context of English language learning. These challenges include the potential for reduced learner effort due to overreliance on Artificial Intelligence (AI), as well as the possibility of inaccurate outputs generated by AI systems. Another significant challenge is the limited accessibility of AI applications, particularly due to unstable internet connectivity or weak signal conditions, which may hinder effective use.

Despite these potential limitations, the findings indicate that students generally perceive AI as a valuable tool in English language learning. However, its effectiveness is highly dependent on appropriate and responsible usage. This suggests that while AI offers considerable benefits, its integration



into the learning process should be accompanied by careful guidance to ensure optimal and balanced utilization.

In conclusion, the integration of Artificial Intelligence (AI) in English language education has emerged as a significant area of scholarly inquiry, underscoring its potential to reshape conventional teaching and learning practices. Existing literature has addressed multiple aspects of this phenomenon, including learners' understanding, perceived effectiveness, usage patterns, and pedagogical needs associated with AI applications. The findings indicate that greater familiarity with AI tools among both educators and learners contributes to enhanced learning effectiveness and more meaningful engagement. These results highlight the importance of promoting AI literacy and strategically integrating AI technologies to support more adaptive and learner-centered language instruction.

Notably, the accessibility of AI tools emerges as a critical factor, with studies emphasizing the importance of ensuring students can access AI applications from any location and at any time. Furthermore, empirical evidence suggests that AI-based applications hold promise in accelerating and improving the efficiency of English language teaching and learning processes. Rapid feedback mechanisms enabled by AI contribute to error detection and detailed feedback provision, thereby facilitating learning outcomes.

Additionally, the utilization of AI applications, particularly Google Translate, is widespread among English language learners, aiding in vocabulary expansion and comprehension of unfamiliar words. This aligns with findings indicating that AI supports various aspects of English writing assignments. Moreover, respondents exhibit a satisfactory level of proficiency in utilizing AI applications for English language learning and teaching endeavors, highlighting the adaptability of AI-driven learning to cater to individual needs and preferences. This adaptability fosters self-confidence and perseverance in students, ultimately contributing to enhanced learning experiences.

Significant progress in Artificial Intelligence (AI) has contributed to the emergence of adaptive systems capable of modifying content difficulty based on learners' proficiency levels, thus facilitating individualized learning and enhancing overall learning effectiveness. Overall, these findings demonstrate the transformative role of AI in English language education and point to the necessity for sustained research efforts and innovative practices to maximize its benefits and respond to evolving challenges in this field.



Conclusion

Based on the data analysis and interpretation, several conclusions can be drawn from this study. First, Artificial Intelligence (AI) applications are perceived as effective tools in supporting English language learning, as reflected in the positive responses students of the English department at STKIP Muhammadiyah Pagaralam. This indicates that AI has been well accepted as a supportive medium in the language learning process.

Second, AI applications provide various benefits for students in learning English. These advantages include the use of translation tools and digital dictionaries to assist in understanding unfamiliar vocabulary and expanding students' lexical knowledge. In addition, AI offers fast and responsive feedback, which helps students obtain the information they need efficiently and contributes to a more effective learning process.

Third, despite these advantages, students also encounter several challenges in using AI applications. These include inaccurate outputs generated by AI systems and difficulties in accessing applications due to unstable internet connectivity. Furthermore, there is a potential risk of decreased learning motivation as students may become overly dependent on the convenience offered by AI technologies.

In conclusion, the adoption of Artificial Intelligence (AI) in English language teaching and learning is highly encouraged due to its ability to improve learning efficiency, particularly in relation to accessibility and effective time utilization. However, its use should be accompanied by proper pedagogical guidance to ensure that AI serves as a supportive tool rather than replacing learners' active participation and autonomy in the learning process.

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