

Students' Perceptions of The Usage of Chatgpt In The Editing And Revising Process of Writing Skills

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ABSTRAK

Penelitian ini meneliti persepsi mahasiswa Bahasa Inggris sebagai Bahasa Asing (EFL) tentang penggunaan ChatGPT dalam tahap revisi dan penyuntingan tulisan akademik. Integrasi cepat alat kecerdasan buatan dalam pembelajaran bahasa telah menimbulkan pertanyaan penting mengenai peran pedagogisnya, khususnya dalam pengajaran menulis. Dengan menggunakan desain penelitian kuantitatif deskriptif, studi ini melibatkan 54 mahasiswa Pendidikan Bahasa Inggris dari angkatan 2023 dan 2024 di Universitas PGRI Jombang. Data dikumpulkan melalui kuesioner daring yang telah divalidasi yang terdiri dari 24 item skala Likert yang didistribusikan melalui Google Forms. Kuesioner tersebut meneliti persepsi mahasiswa di enam aspek, termasuk pengembangan tulisan, kualitas penjelasan, proses revisi, proses penyuntingan, efek positif, dan efek negatif. Data dianalisis menggunakan statistik deskriptif untuk menentukan kecenderungan respons. Temuan menunjukkan bahwa mahasiswa umumnya memiliki persepsi positif tentang ChatGPT sebagai alat pendukung dalam revisi dan penyuntingan, khususnya dalam meningkatkan akurasi tata bahasa, struktur kalimat, dan pengorganisasian ide. Namun, kekhawatiran terkait ketergantungan yang berlebihan dan berkurangnya pemikiran kritis independen juga teridentifikasi. Studi ini menyimpulkan bahwa ChatGPT dapat berfungsi sebagai alat bantu tambahan yang efektif dalam pengajaran menulis EFL (English as a Foreign Language) bila digunakan secara kritis dan di bawah bimbingan pedagogis. Hasil penelitian ini menawarkan implikasi untuk mengintegrasikan alat bantu berbasis AI ke dalam mata kuliah penulisan akademik.

ABSTRACT

This study investigates English as a Foreign Language (EFL) university students' perceptions of using ChatGPT in the revising and editing stages of academic writing. The rapid integration of artificial intelligence tools in language learning has raised important questions regarding their pedagogical role, particularly in writing instruction. Employing a descriptive quantitative research design, this study involved 54 English Education students from the 2023 and 2024 cohorts at Universitas PGRI Jombang. Data were collected through a validated online questionnaire consisting of 24 Likert-scale items distributed via Google Forms. The questionnaire examined students' perceptions across six aspects, including writing development, explanation quality, revising process, editing process, positive effects, and negative effects. Data were analyzed using descriptive statistics to determine response tendencies. The findings reveal that students generally hold positive perceptions of ChatGPT as a supportive tool in revising and editing, particularly in improving grammatical accuracy, sentence structure, and idea organization. However, concerns related to overreliance and reduced independent critical thinking were also identified. The study concludes

that ChatGPT can function as an effective supplementary tool in EFL writing instruction when used critically and under pedagogical guidance. The results offer implications for integrating AI-assisted tools into academic writing courses.

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1. INTRODUCTION

The rapid advancement of digital technology has significantly reshaped educational practices in the twenty-first century, particularly in higher education. Technology has transformed how students access information, engage with learning materials, and develop academic skills. In English language education, digital tools have increasingly been adopted to address persistent learning challenges, especially in skill areas that demand complex cognitive processing such as academic writing. As educational institutions adapt to digital transformation, the integration of artificial intelligence (AI) has emerged as a notable development with substantial pedagogical implications.

Artificial intelligence refers to computer systems designed to perform tasks that typically require human intelligence, including language processing, reasoning, and problem solving. Recent developments in natural language processing have enabled AI-based tools to generate human-like text, provide linguistic feedback, and assist users in composing written discourse. In educational contexts, AI has been reported to enhance learning efficiency, provide immediate feedback, and support personalized learning experiences [6] [11]. These features have positioned AI as a promising tool in English as a Foreign Language (EFL) instruction, particularly in writing classrooms where students often struggle with language accuracy and organization.

Writing is widely recognized as one of the most challenging skills for EFL learners. Academic writing requires mastery of grammatical accuracy, vocabulary selection, coherence, and rhetorical organization. Many EFL students experience difficulties during the writing process, especially at the revising and editing stages, which demand critical evaluation of content, structure, and language form. Previous studies have reported that students frequently lack confidence and sufficient linguistic awareness when revising ideas and editing grammatical errors in their writing [9]. Consequently, students often rely heavily on external feedback from instructors, which may be limited due to time constraints in classroom settings.

The writing process approach emphasizes writing as a recursive activity consisting of planning, drafting, revising, editing, and publishing. Among these stages, revising and editing play a crucial role in improving the overall quality of written texts. Revising focuses on reorganizing ideas, improving coherence, and strengthening content development, while editing addresses surface-level accuracy such as grammar, spelling, and punctuation [5]. Effective engagement in these stages is essential for developing writing proficiency; however, EFL learners frequently encounter challenges due to limited linguistic resources and insufficient feedback opportunities.

In response to these challenges, AI-based writing tools have gained popularity among students. One of the most widely used tools is ChatGPT, an AI-powered chatbot developed by OpenAI. ChatGPT is capable of generating text, providing grammatical corrections, suggesting alternative expressions, and

offering explanations related to language use. Its accessibility and interactive nature allow students to receive immediate feedback during the writing process. According to [3], ChatGPT has the potential to support second language writing by improving language form, coherence, and textual organization. As a result, many students have begun using ChatGPT independently to assist with writing tasks, particularly during revising and editing.

Several empirical studies have explored the use of ChatGPT in EFL writing contexts. Research has shown that students generally perceive ChatGPT as helpful in generating ideas, correcting grammatical errors, and improving writing efficiency [2] [1] Fakhurriana, 2024). Other studies have reported positive effects on learning motivation and writing confidence [8]. However, existing research has largely examined ChatGPT use in writing development as a general process, with limited attention to specific writing stages. Moreover, concerns regarding overreliance on AI tools, reduced critical thinking, and ethical issues have also been noted [10].

Despite the growing body of research on AI-assisted writing, empirical studies focusing specifically on students' perceptions of ChatGPT in the revising and editing stages remain limited, particularly in EFL university contexts. Revising and editing require higher-order cognitive skills and linguistic awareness, making them critical stages for investigating the pedagogical value of AI tools. Understanding students' perceptions of ChatGPT in these stages is essential for determining how such tools can be integrated effectively and responsibly into writing instruction.

Therefore, this study aims to investigate EFL university students' perceptions of using ChatGPT in the revising and editing stages of academic writing. Conducted among English Education students at Universitas PGRI Jombang, this research seeks to provide empirical evidence on how students perceive the benefits and limitations of ChatGPT as a writing support tool. The findings are expected to contribute to the growing discussion on AI-assisted language learning and offer pedagogical implications for EFL writing instruction in higher education.

2. METHOD

This study employed a descriptive quantitative research design to investigate students' perceptions of using ChatGPT in the revising and editing stages of academic writing. Quantitative descriptive research is appropriate when the objective is to describe attitudes, opinions, or perceptions of a particular population as they naturally occur without manipulation of variables [4]. A survey method was used to collect numerical data that represent students' perceptions toward the use of ChatGPT as an AI-assisted writing tool.

2.1 Design

The research design was descriptive quantitative using a survey approach. This design was selected because the study aimed to describe students' perceptions rather than to test causal relationships or experimental effects. Survey research allows researchers to gather data from a defined group of participants to describe trends, attitudes, or opinions related to a specific phenomenon [7]. In this study, the survey focused on students' perceptions of ChatGPT usage during revising and editing activities in the writing process.

2.2 Participants

The participants of this study were 54 undergraduate students enrolled in the English Education Study Program at Universitas PGRI Jombang. The participants were drawn from the 2023 and 2024 cohorts who had taken writing-related courses and had experience using ChatGPT in academic writing tasks. A purposive sampling technique was applied to ensure that all participants met the criteria relevant to the research objectives, namely familiarity with academic writing and prior exposure to ChatGPT as a writing support tool.

2.3 Instrument

The research instrument used in this study was a close-ended questionnaire administered online. The questionnaire was adapted from previous research on students' perceptions of ChatGPT in writing, particularly from Zebua and Katemba (2024), with modifications to emphasize the revising and editing stages of the writing process. The final questionnaire consisted of 24 items measured on a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The items were grouped into six aspects: ChatGPT in developing writing skills, ChatGPT in providing explanations, revising process, editing process, positive effects, and negative effects.

To ensure content validity, the questionnaire was reviewed by an expert lecturer in English Education. Based on the expert's feedback, several items were revised to improve clarity and relevance. All questionnaire items were confirmed to represent the intended constructs.

2.4 Data Collection

Data were collected using Google Forms to ensure accessibility and efficiency. The questionnaire link was distributed to participants through online communication platforms. Prior to completing the questionnaire, participants were informed about the purpose of the study and assured that their responses would be used solely for research purposes. Participation was voluntary, and all responses were collected anonymously to maintain confidentiality.

2.5 Data Analysis

The collected data were analyzed using descriptive statistical techniques. Responses from the questionnaires were coded numerically based on the Likert scale and entered into SPSS software for analysis. Reliability testing was conducted using Cronbach's alpha to measure internal consistency, with values exceeding 0.70 indicating acceptable reliability for research purposes. Descriptive statistics, including frequencies and percentages, were used to identify trends in students' perceptions. The results were then interpreted to describe the extent to which students perceived ChatGPT as helpful or problematic in the revising and editing stages of academic writing.

3. RESULTS AND DISCUSSION

This section reports the findings of the study based on questionnaire data collected from English Education students at Universitas PGRI Jombang. The findings describe students' perceptions of the use of ChatGPT in the revising and editing stages of writing skills. The results are presented in Tables 1 to 6 and summarized descriptively using percentages to highlight response patterns.

3.1 ChatGPT in Developing Students' Writing Skills

Table 1 presents students' perceptions of ChatGPT in developing writing skills. The data show that most respondents expressed positive perceptions toward the use of ChatGPT for writing improvement. Overall, 46.75% of respondents selected *Agree* and 40.5% selected *Strongly Agree*. Specifically, 90% of respondents agreed or strongly agreed that ChatGPT provided helpful suggestions and supported the development of writing skills. In addition, 89% reported feeling more effective in completing writing tasks after using ChatGPT. Regarding reliance, 80% of respondents agreed or strongly agreed that they tended to rely on ChatGPT when writing, while 17% disagreed. These findings indicate that ChatGPT was widely perceived as supportive in writing development, although some concern related to reliance was evident.

Table 1. ChatGPT in Developing Students' Writing Skills

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	ChatGPT makes helpful suggestions for improving my writing skills	5%	5%	43%	47%
2	ChatGPT is very useful in developing my writing skills	3%	6%	44%	46%
3	I feel more effective in tackling writing tasks after using ChatGPT	3%	8%	57%	32%
4	I tend to rely on ChatGPT when writing	3%	17%	43%	37%
Total		3,5%	9%	46,75%	40,5%

3.2 ChatGPT in Providing Good Explanations

Table 2 shows students' perceptions of ChatGPT in providing explanations related to writing and grammar. The results indicate that the majority of respondents held positive views. Overall, 45.5% of respondents selected Agree and 39.75% selected Strongly Agree. For the first statement, 86% agreed or strongly agreed that ChatGPT provided explanations that could improve writing skills. In terms of grammar coverage, 84% agreed or strongly agreed that ChatGPT could explain the use of subjects, verbs, pronouns, and prepositions. Furthermore, 84% reported that ChatGPT's explanations were easy to understand, while 87% stated that ChatGPT helped them understand English grammar rules. A smaller proportion of respondents expressed disagreement, indicating variation in perceived clarity.

Table 2. ChatGPT in Providing Good Explanations

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	ChatGPT provides explanations that can improve my writing skills.	0%	14%	51%	35%
2	ChatGPT can cover the use of subjects, verbs, pronouns, and prepositions.	2%	14%	35%	49%
3	ChatGPT does not make me confuse because the explanation is easy to understand.	0%	16%	49%	35%
4	I think ChatGPT helps me understand the rules of English grammar.	2%	11%	47%	40%
Total		4%	13,75%	45,5%	39,75%

3.3 ChatGPT in the Revising Process

The findings related to the revising process are presented in Table 3. The data show that students generally perceived ChatGPT as helpful in revising their writing. Overall, 53% of respondents selected Agree and 35.25% selected Strongly Agree. Specifically, 87% of respondents agreed or strongly agreed that ChatGPT helped them understand the general structure of writing. In addition, 93% reported that ChatGPT helped them reorder ideas to make paragraphs more organized. Regarding cohesion, 86% agreed or strongly agreed that ChatGPT provided relevant feedback to improve inter-paragraph coherence. Moreover, 87% of respondents stated that revising with ChatGPT helped them produce more focused and structured writing. Disagreement responses averaged 10%, indicating limited negative perception in this aspect.

Table 3. Revising Process

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	ChatGPT help me understand the general structure of the writing (e.g. introduction, body, and conclusion)	3%	10%	54%	33%
2	ChatGPT help me reorder the main ideas in the paragraph to make it more organized	2%	5%	63%	30%

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
3	ChatGPT provides relevant feedback to improve inter-paragraph cohesion	0%	14%	48%	38%
4	I feel that revision with ChatGPT makes my writing more focus and structure	2%	11%	47%	40%
	Total	1,75%	10%	53%	35,25%

3.4 ChatGPT in the Editing Process

Table 4 presents findings related to the editing process. The results indicate a high level of agreement regarding ChatGPT's role in editing writing. Overall, 55.75% of respondents selected *Agree* and 29.75% selected *Strongly Agree*. A total of 87% agreed or strongly agreed that ChatGPT helped them edit their writing and identify grammatical errors. In addition, 84% agreed or strongly agreed that ChatGPT provided accurate punctuation corrections, and the same percentage reported that ChatGPT helped improve word choice to suit writing context. These findings show consistent positive perceptions of ChatGPT in supporting micro-level editing tasks.

Table 4. Editing Process

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	ChatGPT help me to edit my writing work	2%	11%	55%	32%
2	ChatGPT help me to identify and correct grammar mistakes	3%	10%	65%	22%
3	ChatGPT provides accurate correction of punctuation errors.	2%	14%	55%	29%
4	ChatGPT help me to improve my word choice (diction) to better suit the context of my writing	2%	14%	48%	36%
	Total	2,25%	12,25%	55,75%	29,75%

3.5 Positive Effects of Using ChatGPT

The positive effects of ChatGPT are presented in Table 5. The findings indicate that most respondents perceived ChatGPT as beneficial in supporting writing activities. Overall, 54.75% selected *Agree* and 28.25% selected *Strongly Agree*. Specifically, 64% of respondents agreed that ChatGPT helped them understand common writing mistakes, while 56% reported increased motivation to write due to immediate feedback. In addition, 84% agreed or strongly agreed that ChatGPT provided quick and efficient revising and editing suggestions. The highest disagreement (20%) appeared in the statement regarding writing without direct help from others.

Table 5. ChatGPT Positive Effects

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	ChatGPT make it easier for me to improve my writing without needing direct help from others	5%	20%	45%	30%
2	ChatGPT provides revising and editing suggestions quickly and efficiently	0%	16%	54%	30%
3	ChatGPT help me to improve my understanding of the mistakes I often make in my writing	5%	6%	64%	25%
4	I feel ChatGPT increases my motivation to write more frequently because of the immediate feedback.	3%	13%	56%	28%
	Total	3,25%	13,75%	54,75%	28,25%

3.6 Negative Effects of Using ChatGPT

Table 6 presents findings related to perceived negative effects of ChatGPT. The data show that most respondents tended to disagree with statements indicating weaknesses of ChatGPT. Overall, 43.5% selected *Disagree* and 19.5% selected *Strongly Disagree*. Specifically, 41% disagreed that ChatGPT’s advice was too general, and 41% disagreed that ChatGPT provided incorrect or irrelevant corrections. In addition, 48% disagreed that reliance on ChatGPT reduced independent writing skills, and 44% disagreed that ChatGPT lacked in-depth feedback compared to lecturers or peers. Although some respondents agreed (24.75%) or strongly agreed (12.25%) with these statements, the dominant response pattern indicated limited concern regarding negative effects.

Table 6. ChatGPT Negative Effects

No	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	ChatGPT’s advice is too general and not specific enough to the context of my writing.	16%	41%	29%	14%
2	ChatGPT sometimes gives corrections that are wrong or irrelevant to my writing	19%	41%	26%	14%
3	I feel that I rely too much on ChatGPT, which decreases my independent writing skills.	22%	48%	19%	11%
4	I feel that ChatGPT lacks the ability to provide in-depth feedback that a lecturer or peer would provide.	21%	44%	25%	10%
	Total	19,5%	43,5%	24,75%	12,25%

3.7 Discussion

This study aimed to investigate EFL university students’ perceptions of the use of ChatGPT in the revising and editing stages of writing skills. The findings reveal that students generally perceive ChatGPT as a supportive tool in both higher-level revision and lower-level editing processes, while also acknowledging certain limitations. The discussion below interprets these findings in relation to writing process theory, AI-assisted language learning, and previous empirical studies.

3.8 ChatGPT and Writing Skill Development

The findings indicate that most students perceived ChatGPT as beneficial in developing their writing skills, particularly in improving sentence construction, vocabulary use, and writing effectiveness. This perception aligns with the writing process theory, which emphasizes revision and editing as essential stages for improving writing quality. Students’ reported increase in writing effectiveness after using ChatGPT suggests that AI-generated feedback may function as a form of scaffolding that supports learners during cognitively demanding writing tasks.

From a cognitive perspective, ChatGPT appears to assist learners in reducing linguistic load during writing, allowing them to focus more on content and organization. This finding supports previous studies reporting that AI-based tools can enhance writing performance by offering immediate linguistic support [3] [8]. However, the relatively higher disagreement regarding reliance on ChatGPT suggests emerging awareness among students about potential dependency, which is consistent with concerns raised in earlier research on AI overuse in academic writing.

3.9 ChatGPT as a Source of Explanation and Grammar Support

The results related to ChatGPT’s explanatory function show that students largely perceived it as effective in explaining grammar rules and language use. This finding can be interpreted through the lens

of explicit learning theory, which highlights the role of conscious rule explanation in second language development. ChatGPT's ability to provide accessible explanations may help learners notice grammatical forms and understand errors, a process that is essential for language acquisition.

These findings are consistent with prior studies indicating that students value AI tools for grammar clarification and error explanation [2]. Nevertheless, the presence of some disagreement responses suggests that ChatGPT explanations may not always match learners' expectations or levels of understanding. This indicates that while ChatGPT can support grammar learning, it should complement, rather than replace, instructor-led explanation.

4. CONCLUSION

This study investigated EFL university students' perceptions of the use of ChatGPT in the revising and editing stages of writing skills. The findings indicate that students generally perceive ChatGPT as a supportive tool in both macro-level revision and micro-level editing processes. Students reported that ChatGPT helped them organize ideas, improve coherence, correct grammatical errors, and enhance language accuracy. These perceptions suggest that ChatGPT plays a meaningful role in supporting the writing process, particularly in contexts where learners require immediate and accessible feedback.

The study also reveals that students perceive ChatGPT as beneficial in increasing writing efficiency, motivation, and confidence. Immediate feedback and clear explanations appear to reduce writing difficulty and encourage more frequent engagement with writing tasks. At the same time, the findings indicate awareness of potential limitations, including overreliance and the lack of in-depth feedback compared to human instructors. However, these concerns were not dominant among the majority of participants, suggesting that ChatGPT is viewed primarily as a supplementary rather than substitutive tool.

Overall, the findings support writing process theory and second language acquisition principles that emphasize feedback, noticing, and affective factors in writing development. ChatGPT is perceived as effective when used to assist revising and editing stages, provided that its use is guided and integrated into pedagogical practice.

The findings of this study suggest several implications for EFL writing instruction in higher education. First, instructors may consider integrating ChatGPT as a supplementary tool during revising and editing activities to support students' independent practice. ChatGPT can be used to assist students in identifying structural issues, grammatical errors, and lexical choices before receiving instructor feedback.

Second, teachers should provide clear guidance on how to use ChatGPT critically. Students should be encouraged to evaluate AI-generated suggestions rather than accept them passively. This approach can help prevent overreliance and promote the development of self-editing and critical writing skills.

Third, the use of ChatGPT may be particularly beneficial in large classes or contexts with limited instructional time, as it offers immediate feedback that can complement teacher and peer feedback. However, ChatGPT should not replace human interaction, especially for higher-level feedback related to argumentation, coherence, and academic conventions.

This study has several limitations that should be considered when interpreting the findings. First, the study involved a relatively small number of participants from a single institution, which limits the generalizability of the results. Second, the data were collected through a self-reported questionnaire, which reflects students' perceptions rather than direct measurement of writing improvement. Third, the study focused only on revising and editing stages, without examining other stages of the writing process such as planning and drafting.

Future research may involve a larger and more diverse sample across different institutions to enhance generalizability. Experimental or mixed-method designs could be employed to examine the

actual impact of ChatGPT on writing quality. In addition, future studies may explore instructors' perceptions of ChatGPT, ethical considerations, and the long-term effects of AI-assisted writing on learners' autonomy and critical thinking. Investigating ChatGPT use across different proficiency levels and writing genres may also provide deeper insights into its pedagogical potential.

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