CHAPTER II
LITERATURE REVIEW

A. Theoretical Framework

1. ChatGPT

a. The History of Artificial Intelligence

Analysing the background of AI in the field of educational technology, we can observe that it passed through stages from simple computation techniques to sophisticated AI. It can be stated that the idea of applying AI in education has its origins in the 1960s with the creation of PLATO at the University of Illinois. It was among the very first systems that used computer-assisted instruction (CAI) and courses that included a number of innovations predominant in present-day e-learning, such as online quizzes and tests, interactive lessons, and instant feedback (Panda, 2024). This approach, proposed early in the creation of adaptive learning environments, demonstrates how future contents can be tailored to the student. During the 1980s and 1990s, intelligent tutoring systems were widely regarded as a significant advancement in utilizing artificial intelligence in education. The AI-based approach mimicked human coaching by providing feedback and encouragement. Anderson et al. built the first of these systems, the Cognitive Tutor (Panda, 2024). The Cognitive Tutor enhanced interactive learning by utilizing cognitive models based on student performance. AI can improve education by

providing personalized training to address learning impairments.

PLATO and ITS, which were early educational technologies, helped shape education through the concept of individualisation of instruction via technology. Therefore, PLATO's use of CAI as one of its implementations brought fundamental changes in the way students were taught through guided instruction that responded to students' capabilities to learn at their own pace and the provision of immediate feedback. Educational pioneers, through the use of technology in learning, initiated the uptake of computer-based learning prior to the education advancements that are present in today's technology-enhanced learning environment (Panda, 2024). According to Bitterman, intelligent tutoring systems with artificial intelligence now provide real-time responses. The Cognitive Tutor and other systems aim to engage learners and offer assistance based on their performance. The scientists saw the adaptability of the testing model as a sign of AI's potential in transferring training formats to beneficial educational outcomes, a significant advantage over traditional methods.

The progress of intelligent tutoring systems can also be characterised in relation to the general advancements in artificial intelligence and education technologies. DDL's basic system for ITS formed the basis for the further development of adaptive learning systems based on AI. Enhancement of machine learning algorithms, and natural

language processing (NLP) in the late nineties and early years of the twenty-first century brought new prospects to ITS. Modern ITS employ the technologies of machine learning in order to examine the vast amounts of information related to education and deliver the individualised training process. For instance, in Carnegie Learning's MATHia, machine learning enables the instructional content to be tweaked dynamically according to the students' engagement with the content. The concept thus enables teachers to constantly make adjustments to the modality of teaching, and it caters for the needs of individual learners in a much better way than traditional methods. The integration of NLP into learning technologies has then extended the scope of ITS. Virtual aides and information bots that incorporate IBM's Watson Tutor use NLP to provide contextually and interactively influenced support (Panda, 2024). These technologies promote an open and accessible educational environment by praying for students, answering inquiries, and providing consultations outside of the classroom.

We've seen a significant growth in the integration of AI into learning technologies in recent years, thanks to advances in big data analysis, machine learning, and natural language processing tools. Adaptive learning platforms use AI to provide personalized education based on recorded data. These systems employ data from performance, learning, and engagement to improve instructional content

and feedback, leading to more effective learning outcomes. Online tutors, intelligent learning applications and software have emerged to provide such facilities and support to students. For example, AI used in learning, such as chat bots, can respond to student questions on the spot, encourage discussion, and offer links for further reading and learning after class hours. These technologies illustrate some of the transition from the traditional 'transmission of knowledge approach' to the modern 'engagement of knowledge approach'.

b. Definition of ChatGPT

ChatGPT stands for Chat *Generative Pre-trained Transformers*. It is a technology developed by OpenAI or Artificial Intelligence. ChatGPT originates from the GPT-4 architecture, designed to respond to and understand questions in a way that benefits its users. Language is studied as training data used by ChatGPT, enabling it to perform tasks that require comprehension. This allows it to generate human-like text responses, functioning as a virtual friend.

There are many benefits of using ChatGPT, such as providing advice, enhancing communication skills, working efficiently, answering numerous questions, assisting in research papers, and more. However, there are considerations in using ChatGPT, including ethical and privacy concerns that must be respected. Users should protect their personal data and adhere to privacy policies.

ChatGPT should be used appropriately and for positive purposes. Users must avoid misuse, such as spreading misinformation or disinformation (Rachbini et al., 2023).

c. Benefits of ChatGPT

ChatGPT offers significant benefits for users, particularly in the context of education and skill development (Rachbini et al., 2023). First, it serves as a tool for expanding knowledge and skills, granting users access to a vast repository of information across diverse topics, which is especially valuable for language learners seeking to enhance their proficiency. Second, its efficiency and speed in generating responses enable quick clarification of doubts, making it an ideal resource for real-time learning assistance. Third, ChatGPT's flexibility allows it to address a wide range of queries—from grammar explanations to conversational practice—catering to varied learning needs. Additionally, it supports effective communication by helping users refine their speaking and writing skills through interactive engagement. Finally, its potential for development extends beyond individual learning, contributing to broader technological advancements in AI-driven education. These advantages make ChatGPT a particularly useful tool for English language learning, where personalized, on-demand support can significantly enhance vocabulary acquisition, grammar mastery, and conversational fluency.

d. History of ChatGPT

ChatGPT (Chat Generative Pre-trained Transformer) was created by OpenAI, a form of artificial intelligence (AI). It began in 2018 and has evolved significantly since then. The model was designed to process natural languages, such as sentiment analysis, machine translation, and entity recognition. ChatGPT can be used as a chatbot, an automatic text generator, or even for creating images.

In 2019, OpenAI introduced ChatGPT-2, a more advanced and larger model. In 2020, ChatGPT-3 was released, featuring even higher capabilities. ChatGPT's architecture is based on artificial neural networks, enabling it to process large amounts of text input and address challenges in natural language processing. This model was trained over a long period using unsupervised learning techniques. Over time, the technology has advanced rapidly, enabling applications such as chatbots, virtual assistants, content creation, and more (Rachbini et al., 2023).

e. Language Model

The basic concept behind this technology is the Language Model, which is a mathematical algorithm designed to predict sentences or words to produce relevant text. Language models vary in complexity, ranging from simple to advanced. A more complex example is ChatGPT (Rachbini et al., 2023).

f. How ChatGPT Works

ChatGPT has been trained and tested on billions of words from various sources, including English. Over time, the model has developed to a level where it can also generate responses in other languages, including Indonesian.

To answer a question, ChatGPT uses a technique called Autoregressive Language Modeling, which builds text based on previous inputs. This technique enables the model to generate coherent sentences and paragraphs that align with user requests by processing and linking the text iteratively (Rachbini et al., 2023).

g. Tasks ChatGPT Can Perform

ChatGPT serves as a versatile tool with diverse applications that extend to education, particularly in English language learning. First, it functions as an information resource, answering general questions on topics ranging from science (e.g., "What is a solar eclipse?") to history, providing learners with instant access to knowledge. For language practice, it aids in paraphrasing and reformulating text, helping users rephrase sentences to improve clarity or avoid plagiarism. It also supports writing assistance, enabling users to draft, edit, or refine essays, articles, and stories (e.g., "Can you help me write about learning media?"), which is invaluable for academic and creative writing. Additionally, ChatGPT excels in language translation, offering accurate translations that aid bilingual learners, and text summarization, distilling complex

information into digestible key points—a skill critical for academic research. Its ability to generate ideas and brainstorm (e.g., "Discuss Das Sein and Das Sollen") fosters critical thinking, while its editing and proofreading capabilities correct grammar, spelling, and style, reinforcing language accuracy. Beyond academics, ChatGPT acts as a virtual assistant, managing schedules or drafting emails, and supports training and education by explaining unfamiliar concepts (e.g., "How to write a journal article"). Lastly, it enhances creativity and entertainment through poetry, stories, or riddles (e.g., "Write a poem about 'A Mother's Love'"), making learning engaging. These multifaceted features make ChatGPT not just a conversational AI but a comprehensive pedagogical ally, particularly for English learners who benefit from real-time feedback, interactive practice, and tailored support across all language domains—reading, writing, speaking, and listening.

h. How to Access ChatGPT

To begin using ChatGPT, users must first access the platform through OpenAI's official channels (Rachbini et al., 2023). The process starts by visiting OpenAI's website at www.openai.com, where users can either log in with existing credentials or create a new account. For new users, registration involves selecting the "Sign Up" option and completing the necessary steps, after which a verification email will be sent to confirm the account. Once registered and logged in, users gain access to the OpenAI Dashboard,

which serves as the central hub for ChatGPT's features. From this interface, users can explore various functionalities, including the API (Application Programming Interface) for more advanced implementations. This straightforward onboarding process ensures that both casual users and developers can quickly begin utilizing ChatGPT's capabilities for their specific needs, whether for general inquiries, educational purposes, or integration into other applications.

i. Guidelines for Achieving the Best Results from ChatGPT

To maximize ChatGPT’s effectiveness, users should familiarize themselves with optimal interaction techniques (Rachbini et al., 2023). Clarity and specificity are paramount—well-defined questions yield higher-quality responses, whereas vague prompts (e.g., “Give tips for improvement”) often produce generic answers. Instead, users should frame queries with precision, such as “What are five strategies to improve academic writing in English?” Providing context further enhances output relevance; for instance, specifying “How do you bake a chocolate cake without an oven?” guides the model toward a tailored solution. Additionally, structured commands improve task execution, especially for multifaceted requests. Combining directives (e.g., “Compare the themes of Shakespeare’s Hamlet and Macbeth in a 500-word analysis, then summarize the key differences in a table”) enables ChatGPT

to handle complexity efficiently. By adhering to these principles—clear questioning, contextual detail, and strategic command phrasing—users can significantly refine the model's utility for educational, professional, or creative applications.

j. Benefits of ChatGPT

ChatGPT offers transformative capabilities that significantly enhance language-related research, learning, and technological development (Amanda, 2023). One of its key strengths is automatic language analysis, where it efficiently processes large texts to identify linguistic patterns, sentence structures, and word usage—accelerating research and linguistic studies. Additionally, ChatGPT serves as a foundational tool for language model development, enabling researchers to build specialized models by leveraging its pre-trained language representations. Its automatic translation capability, trained on multilingual datasets, breaks language barriers, facilitating seamless cross-lingual communication in both academic and practical applications. For content creators and educators, ChatGPT's automated text generation function proves invaluable, assisting in drafting articles, creative writing, and even interactive language exercises.

Beyond practical applications, ChatGPT contributes to language model evaluation, allowing researchers to study its responses and refine computational linguistics methodologies. As a language learning assistant, it helps

users expand vocabulary, grasp grammatical structures, and engage in conversational practice, making it a dynamic tool for learners. In the field of Natural Language Processing (NLP) research, ChatGPT serves as a benchmark for developing advanced models, deepening our understanding of machine-based language comprehension. Its widespread availability also democratizes access to NLP resources, lowering entry barriers for researchers and developers. Moreover, ChatGPT drives advancements in language technology, demonstrating the vast potential of AI in fields like sentiment analysis, intelligent chatbots, and contextual comprehension—where its ability to interpret nuanced meaning sets it apart. Collectively, these advantages position ChatGPT as an indispensable asset in both academic and industry settings, fostering innovation in language-related disciplines.

k. Tips for Interacting with ChatGPT

To maximize the effectiveness of ChatGPT (Rachbini et al., 2023), users should adopt strategic interaction methods. Precision and verification are critical—while ChatGPT generates rapid responses, its answers may occasionally require fact-checking or refinement to ensure accuracy and relevance. Users should approach the tool with a mindset of exploration and experimentation, as testing varied phrasings or command structures often yields improved results over time. Mistakes themselves become valuable feedback; by analyzing suboptimal responses, users

can progressively refine their prompting techniques for better outcomes. Advanced customization further enhances utility—features like adjustable creativity settings, response length controls, and API parameter tuning allow tailored outputs for specific use cases (e.g., academic rigor vs. creative brainstorming). Finally, staying informed about updates ensures users leverage ChatGPT's full potential as its capabilities evolve.

l. Future Potential of ChatGPT

ChatGPT is poised to revolutionize education and professional development through its adaptive capabilities (Rachbini et al., 2023). A key frontier is personalized learning, where it empowers students to access customized resources aligned with their unique needs and pace, fostering greater autonomy. Its advanced language development features offer multifaceted support—from refining communication skills to generating dynamic teaching materials and analyzing linguistic structures—making it invaluable for both learners and educators. In vocational training, ChatGPT's ability to simulate real-world scenarios and provide instant feedback can enhance skill acquisition, bridging the gap between theory and practice.

Perhaps most transformative is its potential as a 24/7 virtual tutor, capable of delivering tailored guidance across disciplines, from foundational concepts to advanced specialization. While ChatGPT has already disrupted

traditional education paradigms, its widespread adoption presents both opportunities and challenges: educators must rethink pedagogical approaches to integrate AI as a supplement rather than a replacement for human instruction.

Looking ahead, ChatGPT could democratize education by serving underserved communities, overcoming geographical and resource barriers. Its scalability makes it a powerful tool for closing global education gaps and fostering equitable access to knowledge. As AI literacy becomes essential, ChatGPT may emerge as a cornerstone of inclusive, innovation-driven education systems, reshaping how knowledge is acquired and applied worldwide.

m. The Use of ChatGPT in Various Fields

As one of the most advanced artificial intelligence systems, ChatGPT has significantly influenced how organizations and professionals interact with technology and innovation (Rachbini et al., 2023). Its applications span multiple sectors, demonstrating remarkable versatility in addressing industry-specific needs while enhancing productivity and decision-making processes.

In the business sector, ChatGPT serves as a valuable strategic tool for organizations seeking to optimize their operations. It assists in developing promotional strategies, managing client information, and automating customer service through intelligent chatbots. For example, when asked about expanding product offerings, ChatGPT might recommend implementing targeted social media campaigns,

creating loyalty programs, or conducting market research to better understand consumer preferences. These AI-generated suggestions provide businesses with actionable insights that can inform their marketing strategies and operational planning.

The journalism field has similarly benefited from ChatGPT's capabilities. The model demonstrates particular strength in summarizing complex articles and identifying emerging trends. In one demonstrated case, ChatGPT effectively condensed a detailed article about blockchain technology into its essential points - highlighting its financial applications, security advantages, and potential risks - while maintaining accuracy and context. This summarization capability enables journalists and editors to work more efficiently, reducing research time while ensuring comprehensive coverage of topics.

Legal professionals have found ChatGPT to be a useful assistant in their practice. The AI helps draft various legal documents including contracts, agreements, and authorization forms, significantly reducing preparation time. Additionally, it can provide preliminary guidance on fundamental legal matters such as intellectual property rights or consumer protection laws. However, legal experts emphasize that such AI-generated content requires careful review and verification to ensure compliance with current regulations and specific case requirements.

In healthcare, ChatGPT offers support to medical professionals while maintaining appropriate boundaries in clinical decision-making. The system can help analyze patient-reported symptoms to suggest potential diagnoses, recommend treatment options with dosage guidelines, and explain medical conditions in patient-friendly language. For instance, when presented with symptoms like fever and headache, ChatGPT might list possible conditions ranging from influenza to meningitis. Crucially, healthcare providers stress that these AI-generated suggestions must always be evaluated and confirmed by qualified medical professionals, with ChatGPT serving only as an informational resource rather than a diagnostic tool.

The education sector has perhaps seen some of ChatGPT's most transformative applications. Students at various levels use the technology to receive clear explanations of complex concepts, whether in mathematics, science, or humanities. Educators leverage ChatGPT to develop customized learning materials, including interactive quizzes and study guides tailored to specific curricula. Additionally, the system provides students with detailed feedback on assignments, offering suggestions for improvement in areas like structure, clarity, and content development. These educational applications demonstrate ChatGPT's potential to personalize and enhance the learning experience while supporting educators in their instructional roles.

Across all these sectors, ChatGPT's implementation follows a common pattern: it augments human expertise rather than replacing it, enhances efficiency in routine tasks, and provides accessible support for decision-making processes. As organizations continue to explore its applications, ChatGPT is establishing itself as a versatile tool that can adapt to diverse professional needs while maintaining the importance of human oversight and expertise.

n. ChatGPT Security and Ethics

The responsible use of ChatGPT requires careful consideration of ethical guidelines and safety measures to ensure its benefits are realized without compromising privacy or integrity (Rachbini et al., 2023). Users must be vigilant about protecting sensitive information by avoiding the input of personal data such as names, contact details, financial records, or medical information. All content shared with ChatGPT should be treated with caution, as the system is not designed to handle confidential material securely. Reviewing privacy policies and adjusting security settings are essential steps users should take to safeguard their information.

Accuracy and reliability are critical when using ChatGPT's outputs, as the system may occasionally generate incorrect or misleading information. Users should verify all important facts independently and exercise judgment before relying on or disseminating AI-generated content. When

encountering potentially harmful or false information, reporting mechanisms should be utilized to flag issues for review. Transparency about ChatGPT's role in creating content is equally important, with proper attribution required whenever its outputs are used in professional or public contexts. Recognizing the technology's limitations helps maintain appropriate expectations ChatGPT serves as a tool to augment human capabilities rather than replace critical thinking and expertise.

The ethical use of ChatGPT involves shared responsibility between users and developers. Users must understand the system's capabilities and constraints while applying ethical standards to their interactions. Developers, meanwhile, must prioritize data protection, combat misinformation through improved system design, and provide accessible human support when needed. Organizations implementing ChatGPT should establish clear policies governing its use, including protocols for handling sensitive information, verifying outputs, and properly attributing AI assistance. Training programs can help users develop the digital literacy needed to navigate these challenges effectively.

As ChatGPT continues to evolve, maintaining ethical standards will require ongoing attention to emerging issues such as bias mitigation, intellectual property concerns, and the detection of sophisticated misinformation. A collaborative approach involving technologists, ethicists,

policymakers, and end users will be essential to balance innovation with responsibility. By adhering to these principles, society can harness ChatGPT's potential while minimizing risks and ensuring its development aligns with human values and social good. The guidelines provide a framework for responsible use that adapts to technological advancements while upholding fundamental ethical considerations.

2. English Language Learning

a. English Language in General

English becomes the major international language of printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English. The new era and globalization today demand many people to master English as an international language. By mastering English well, they could absorb and expand the knowledge, technology and culture. They also could communicate with other people from the other country. The Indonesian government has chosen English as thefirst foreign language which is taught in Indonesia's schools. There are three functions of the teaching of foreign language in Indonesia. The functions are as follows:

a) As a means of international communication
b) As an aid to develop the Indonesian language into modern one

c) As an instrument in utilizing modern science and technology for development

The meaning of foreign language is different from the second language. The difference is on the usage. If the language mentioned has communicative function in certain society or used in daily activities, for instances Bahasa Indonesia, in the Javanese society, the language is called second language. But if the language has no certain function in daily communication in the society, for instance English and Mandarin in Indonesia, the language is considered as the foreign language. Wolfgang mentions that the Language learning means acquiring the ability to ask and answer questions, to make statements and to produce the normal authentic, forms used by native English speakers (Aufa, 2018).

Based on the preceding statement, it is evident that the goal of learning a language is to be able to utilize it, respond to any circumstance, understand more, and read and write. The primary aspects of foreign language learning are the amount and type of exposure to the language. The youngsters will have limited exposure to the language outside of the classroom, and their first contacts with it will be during several hours of school instruction. In foreign language instruction, it is the teacher's responsibility to give exposure to the language and possibilities for learning through classroom activities. There are three backgrounds for learning English, as follows:

a) Learning English as a First Language
b) Learning English as a Second Language
c) Learning English as a Foreign Language

b. Use of Technology in English Language Class

Technology is an effective tool for learners. Learners must use technology as a significant part of their learning process. Teachers should model the use of technology to support the curriculum so that learners can increase the true use of technology in learning their language skills. Learners' cooperation can be increased through technology. Cooperation is one of the important tools for learning. Learners cooperatively work together to create tasks and learn from each other through reading their peers' work.

According to Bennett, Culp, Honey, Tally, and Spielvogel, using computer technology improves both teacher and learner performance in classrooms. Computer technology enables teachers to satisfy their students' educational demands. Bransford, Brown, and Cocking argue that computer technology allows teachers and students to create local and worldwide communities, connecting them with others and expanding their learning opportunities. Teachers' usage of computer technology in language courses determines its effectiveness. Susikaran (Ahmadi, 2018), suggests that traditional teaching approaches, such as chalk and talk, are insufficient for successful English instruction. According to Raihan and Lock, a well-planned classroom environment promotes

effective learning. A technology-enhanced educational environment is more effective than traditional lecture-based classes. Teachers should use technology as a learning tool for their students, even if they lack computer skills.

The application of technology has considerably changed English teaching methods. Patel mention that its provides so many alternatives as making teaching interesting and more productive in terms of advancement. In traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard. These method must be changed concerning the development of technology. The usage of multimedia texts in classroom assists learners in become familiar with vocabulary and language structures. Arifah mention that the application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge. The use of print, film, and internet gives learners the chance to collect information and offers them different materials for the analysis and interpretation of both language and contexts.

Dawson, Cavanaugh, and Ritzhaupt along with Pourhosein Gilakjani (Ahmadi, 2018) agreed that technology can foster a learning environment that prioritizes the student over the teacher, leading to favorable outcomes. Using computer technology in language classes creates an active environment with relevant assignments that empower learners to take responsibility for their own

learning. According to Drayton, Falk, Stroud, Hobbs, and Hammerman, employing computer technology strengthens learners' responsibilities and leads to a more authentic learning experience. Technology promotes self-directed learning and responsible behavior. Using technology independently empowers students to take control of their learning.

According to Arifah (Ahmadi, 2018), the use of internet increases learners' motivation. The use of film in teaching helps learners to realize the topic with enthusiasm and develop their knowledge. Learners can learn meaningfully when technology is used in the process of learning through using computer and internet. When learners learn with technology, it assists them in developing their higher order thinking skills. It can be concluded that the true combination of multimedia and teaching methodology is very important to attract learners' attention towards English language learning.

B. Related Previous Study

Recent studies have explored student perceptions of digital tools in educational contexts, offering insights into their varied applications and impacts. Muh Jamil Reza's "Persepsi Mahasiswa pada Penggunaan Sosial Media YouTube Sebagai Content Video Creative (Studi Deskriptif pada Mahasiswa Unismuh Makassar)" (2018) of Universitas Muhammadiyah Makassar analyzed student views on YouTube as a platform for creative video content,

revealing both positive and negative perspectives and identifying cognitive, affective, and behavioral effects tied to usage.

Similarly, Taufik Hidayat's "Persepsi Terhadap Tradisi NU pada Aplikasi NU Online (Studi Mahasiswa Fakultas Dakwah UIN Prof. K.H. Saifuddin Zuhri Purwokerto)" (2023) examined perceptions of NU traditions as represented in the NU Online app among Dakwah students at UIN Purwokerto, while M. Hadi Saputra's "Persepsi Mahasiswa terhadap Berita Online Jejamo.com sebagai Sumber Informasi Seputar Lampung (Studi Mahasiswa Jurusan Komunikasi dan Penyiaran Islam Fakultas Dakwah dan Ilmu Komunikasi UIN Raden Intan Lampung Angkatan 2015)" (2018) investigated how students at UIN Raden Intan Lampung perceive Jejamo.com as an online news source, emphasizing the role of digital portals in information dissemination.

Sufratul Aini's "Persepsi Mahasiswa Terhadap Pemanfaatan Blog sebagai Media Periklanan (Studi Mahasiswa Prodi Komunikasi dan Penyiaran Islam, Fakultas Dakwah UIN Ar-Raniry)" (2021) explored blog usage for advertising among Islamic Communication students at UIN Ar-Raniry, finding that most viewed blogs as outdated. In contrast, Qurrotul Aini N.'s "Fenomena Penggunaan Aplikasi ChatGPT dalam Mengerjakan Tugas Kuliah (Studi Mahasiswa Program Studi Komunikasi dan Penyiaran Islam Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember Angkatan 2021)" (2021) studied ChatGPT's role in academic tasks among UIN Jember students, noting its ethical use for paraphrasing and idea expansion without institutional conflicts.

Despite these contributions, existing research has focused narrowly on platforms like YouTube, blogs, and news portals, with limited attention to AI-driven tools like ChatGPT. While Qurrotul Aini N. (2021) addressed ChatGPT in general academic contexts, gaps remain in understanding its application to "English language learning", a critical area given AI's growing role in personalized education. Previous studies also lack robust theoretical frameworks, such as the UTAUT2 model, to systematically analyze adoption factors like performance expectancy or social influence. Additionally, prior works overlook context-specific dynamics, such as the challenges faced by Social Studies students in non-English-speaking regions like Bengkulu, Indonesia, where cultural and infrastructural barriers may shape technology use.

To address these gaps, this study introduces three innovations. First, it applies the UTAUT2 model to ChatGPT adoption in English language learning, examining constructs like hedonic motivation and habit—previously unexplored in AI-education research—to link theoretical insights to practical outcomes. Second, it focuses on fourth-semester Social Studies students at UINFAS Bengkulu, a cohort distinct from prior Dakwah or Communication department participants. Third, it shifts the discourse from general ethics to pedagogical impacts, analyzing ChatGPT's role in vocabulary acquisition, grammar correction, and conversational practice. By contextualizing findings within Indonesia's multilingual educational landscape, this research advances globally relevant insights into AI's role in non-Western

settings, bridging gaps in technology acceptance theories and offering strategies for responsible AI integration in curricula.

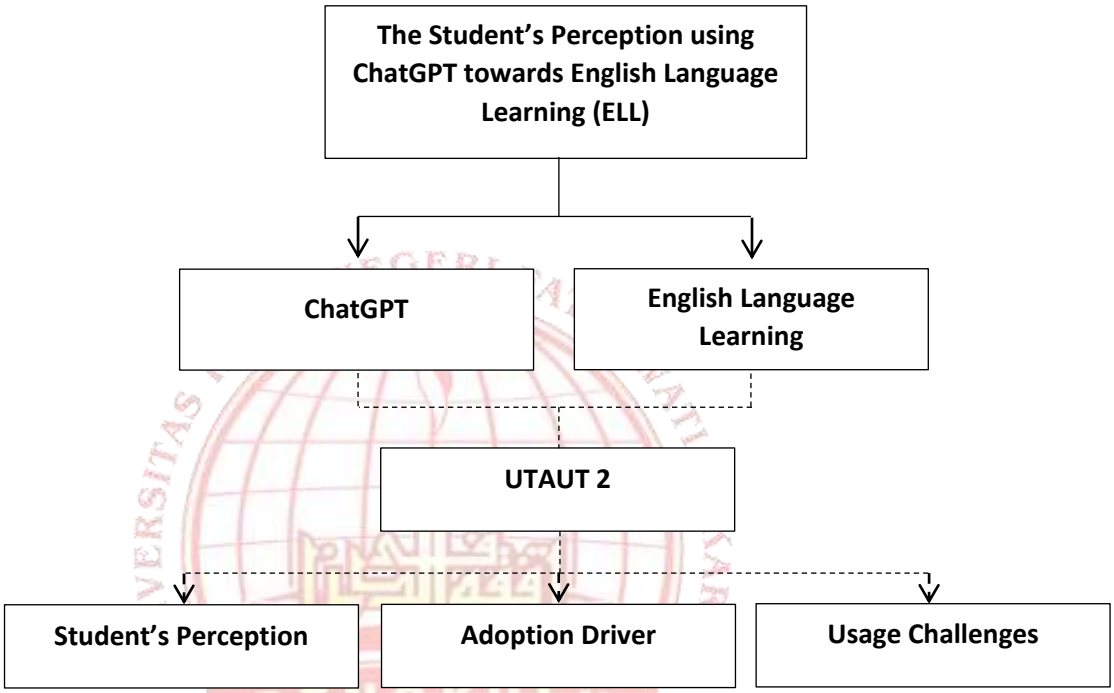

Figure 1. Conceptual Framework