

CHAPTER II

LITERATURE REVIEW

A. Theoretical Frameworks

1. Artificial Intelligence

a. The History of Artificial Intelligence

Artificial intelligence (AI) is a fairly young scientific field. In the 1950s, scientists and researchers started exploring ways to enable machines to replicate human capabilities (Avicena, 2024). AI is created by humans. The idea of a test to assess whether a machine could be considered intelligent was first put forward by British mathematician Alan Turing. The test, known as the Turing Test, describes a machine as if it were playing a game and could answer a number of questions. Turing argued that if a machine could tell a person that they were talking to another person, then the machine could be considered intelligent, like a human being. John McCarthy, a professor at the Massachusetts Institute of Technology, coined the term artificial intelligence (AI) in 1956 at the Dartmouth Conference (Putra, I. G. R, 2023). Attended by artificial intelligence researchers, the conference also discussed the main goals of artificial intelligence is to understand and model human thought processes and to design machines that can mimic human actions.

After going through the expert system phase in the 1970s, AI underwent a major transformation with the emergence of the internet and generative language models. Avicena (2024) notes an important milestone in 2020 with the emergence of GPT-3, which has 175 billion parameters, where GPT-3's capabilities extend to generating coherent, contextually relevant, and human-like text based on input prompts. This development marks a shift from AI that only operates within limited rules to systems capable of performing complex natural language processing tasks (Rifky, S., et al., 2024). Furthermore, this evolution has brought AI into the

educational ecosystem as an active entity that facilitates cognitive interactions between humans and machines in a more natural way.

Based on the above exposition, it can be concluded that the history of AI is a long evolution from simple neural logic modelling to the creation of generative systems capable of deeply understanding the context of human language. This transformation shows that technologies like ChatGPT are not entities that emerged instantly, but rather the result of decades of accumulated research that have now culminated in the ability of virtual assistants to mimic human reasoning. In the context of English language education, this historical understanding is crucial to see how AI has evolved from merely a calculating tool to a dialogic partner that supports the integrity and efficiency of student learning.

b. Definition of AI

Artificial intelligence involves the use of machines to replicate human cognitive processes. The goal is to create a system that can operate independently and intelligently, make decisions, and adapt to new situations (Rojabi, 2025). Specifically, AI is applied in distinctive ways through computer systems such as expert systems, natural language processing, speech recognition, and machine vision (Chatterjee, R., 2020). These processes encompass learning (gathering information and the rules for applying it), reasoning (applying rules to arrive at conclusions, whether approximate or definite), and self-correction (Mehrotra, D., 2019). Artificial intelligence, a branch of computer science, enables computers, or machines, to perform tasks as well as humans do. Computers were first created to be used only as calculating tools, but over time, their role has become increasingly important in human life. Computers are no longer used only as calculating tools; they are expected to do anything that humans can do. Artificial intelligence is a subfield of computer science focused on enabling computers to carry out tasks that normally require

human intelligence, including learning, reasoning, and decision-making (Tien, 2017).

AI encompasses several subfields, including machine learning, deep learning, neural networks, natural language processing, and computer vision. Machine learning is one of the most widely used subfields of AI and involves the use of algorithms that enable machines to learn from data and make decisions based on patterns found in that data (Kumar et al., 2020). The way AI works is similar to humans who continuously learn from their mistakes. Every time the system makes a prediction, it immediately compares it with the actual result. From this process, AI receives feedback to improve itself, so over time its accuracy becomes sharper (Thabroni, 2025).

Humans possess knowledge and experience, which can be acquired through learning, they can become skilled at solving all the problems that exist in this world. This is in line with what Lee and Yoon (2021) stated, that AI is a simulation of human intelligence in machines such as computers or robots that are program to mimic human cognitive functions with other human minds, such as learning and problem-solving. The more information one has, the greater a person's ability to solve problem is expected to be. However, knowledge alone is not enough, humans are also given the ability to reason and draw conclusions based on their experience and knowledge. People with a lot of knowledge and experience will not be able to solve problems well without good reasoning skills; likewise; people with excellent reasoning skills but without adequate knowledge and experience will also not be able to solve problems well. Thus, understanding artificial intelligence cannot be separated from understanding human intelligence itself. AI is both a reflection and a challenge for us in defining the boundaries of artificial intelligence (Wibowo dan Kom, 2025).

Artificial Intelligence (AI) can be concluded as a computing system designed to replicate human cognitive functions, ranging from the ability

to learn and reason to self-correct independently. The advantage of this technology lies not only in its ability to process large amounts of data thru machine learning algorithms but also in its capacity to adapt and improve the accuracy of its decisions based on the feedback received. Thus, AI is not merely a mathematical calculation tool, but rather an intelligent manifestation that combines the breadth of data insights with the sharpness of simulated reasoning to help humans solve various complex problems more efficiently.

c. The Future of AI

Artificial intelligence (AI) is very important for facing the challenges of future education because it can analyse data and understand patterns. Thus, AI can help each student identify their unique learning styles and needs in education (Wadhwa and Salkever, 2017). Not only that, AI also enhances the accessibility of education by providing educational programs that can be accessed by all students, including those with special needs. In this case, AI plays an important role in ensuring that the education system is inclusive. AI can serve as virtual mentors and tutors that can assist students outside the classroom. Therefore, we can implement AI in education to create a more flexible, adaptive, and inclusive learning environment, which will prepare students to face the challenges ahead worldwide (Tangkearung and Palimbong, 2024).

AI can also be used to analyse large educational data and find relevant patterns and trends, enabling the development of a more adaptive and responsive curriculum to real-world needs, ensuring that students receive better lessons. AI can also analyse student data to identify their weaknesses and strengths. We can leverage this technology to enable many innovations and advancements in the education system. In the future, AI will allow for adaptive and personalized learning methods (Fawaid et al, 2021). The interaction between humans and AI

will continue to evolve. Artificial intelligence will help analyse data, customize content, and track student progress. Teachers will play an important role as facilitators and guides of learning. By working together, the learning environment will become more vibrant, responsive, and effective.

Thus, it can be concluded that the application of artificial intelligence (AI) in the field of education is an important step toward a more personalized, inclusive, and adaptive learning system. AI is capable of identifying the unique needs of each student, enabling access for students with disabilities, and acting as a flexible virtual mentor.

2. ChatGPT

a. History of ChatGPT

OpenAI, a form of artificial intelligence (AI), created ChatGPT (Chat Generative Pre-Trained Transformer), which began in 2018 and has grown rapidly since then (Roumeliotis and Tselikas, 2023). Sentiment analysis, machine translation, and entity recognition are some examples of natural language processing tasks that this model can perform. OpenAI is an AI research organization founded by Elon Musk, Sam Altman, Greg Brockman, Ilya Sutskever, John Schulman, and Wojciech Zaremba in 2015 (Hadian et al., 2023).

The development of ChatGPT was not done alone but involved collaboration from many parties, including researchers and IT experts. The history of ChatGPT's development is as follows (Hadian et al., 2023):

1) ChatGPT-1

The GPT-1 model, first introduced by OpenAI in June 2018, has 117 million parameters and was trained on a 500 GB text corpus.

2) ChatGPT-2

With 1.5 billion parameters and trained on a larger and more diverse dataset, OpenAI released GPT-2, which was a significant improvement over the previous model, in February 2019. OpenAI initially refused to release the full model due to concerns about misuse. However, they eventually did so in November 2019.

3) ChatGPT-3

In June 2020, GPT-3, the largest generative language model with 175 billion parameters, was officially released. The ability of GPT-3 to generate coherent and relevant text became the foundation for ChatGPT and other applications. ChatGPT is used for conversation and is utilized in many applications, such as creative writing, learning, and customer service. OpenAI continues to develop and improve the Chat and ChatGPT models. For example, they have released an updated version of ChatGPT, which is derived from the ChatGPT model. Additionally, they have tried various approaches to reduce bias and enhance the model's reliability.

4) ChatGPT-4

On March 14, 2023, ChatGPT-4 was officially announced. However, GPT-4 can only be accessed through a paid ChatGPT Plus/pro subscription. The free version of ChatGPT still uses GPT-3.5, which is less accurate and has a smaller capacity than GPT-4. GPT-4 can generate up to 2,500 words.

Additionally, developers will be able to use GPT-4 as an application programming interface (API) to create programs and services. By understanding the context and the connections between the given statements and questions, GPT-4 can provide more accurate responses. In addition, it has the ability to write, edit, and collaborate with users on creative and technical writing tasks.

5) ChatGPT-5

The launch of GPT-5 is considered to contribute to the advancement of Artificial General Intelligence (AGI), a crucial stage in the progress of artificial intelligence where machines can possess understanding and intelligence comparable to humans. The replacement version of ChatGPT 4.5 was released in October 2023 before the launch of GPT-5.

Therefore, the rapid evolution of ChatGPT from GPT-1 to GPT-5 signifies a massive leap in linguistic complexity and academic utility. While these advancements provide powerful tools for research and learning, they also demand a critical awareness of inherent constraints such as reliability, bias, and accessibility. Ultimately, recognizing this technical trajectory is essential for students to navigate the tool's potential and limitations within their scholarly pursuits.

b. Definition of ChatGPT

ChatGPT stands for Generative Chat Pre-trained Transformers. It is built on the GPT-4 architecture, which is designed to comprehend questions and respond to them in ways that are useful to users. (Welsby and Cheung, 2023). Language is learned as ChatGPT training data, enabling it to perform tasks that require understanding and generate human-like text responses, functioning as a virtual friend. ChatGPT responds to user input with human-like responses using natural language processing. It has drawn notice from all across the world due to its remarkable ability to provide solutions that are logical, methodical, and educational (Zhai, 2022).

Designed to simulate human-like conversation, it can be applied in various contexts, including chatbots, virtual assistants, and language translation systems. Chat GPT has been pre-trained on extensive datasets and is built on sophisticated machine learning methods (Božić and Poola, 2023). Chat GPT is a formidable tool that could revolutionize how we engage with technology by facilitating more organic and intuitive human-machine

connection. ChatGPT has demonstrated strong performance across a wide range of applications, including generating coherent content and essays, producing chatbot responses, translating languages, answering questions, and writing programming code (Kasneci et al., 2023).

There are numerous applications for ChatGPT as an educational tool, such as research and teaching assistants, tutors, and language models (Ho and Nguyen, 2024). Additionally, some of ChatGPT's unique features like accessibility, customisation, conversational format, and affordability set it apart from other LLMs. ChatGPT is purpose-built to reply to conversational prompts and generate discussion-based feedback (Rejeb et al., 2024).

Instruct-GPT, an improved version of GPT-3.5 that was enhanced using human-annotated responses to particular prompts supplied via the OpenAI API Playground, is where ChatGPT got its start. At first, Instruct-GPT generated answers to prompts and let people choose the best response. To further refine Instruct-GPT, the reward model was subsequently trained through Proximal Policy Optimization, a reinforcement learning algorithm (Zhu et al., 2023). Chat Generative Pre-trained Transformer (ChatGPT) has become a powerful force in reshaping the way knowledge is shared, learned, and evaluated (Costello, 2024).

ChatGPT is an advanced language model based on the GPT-4 architecture that allows users to interact and respond like a virtual friend. This technology, developed from the refinement of Instruct-GPT thru complex machine learning techniques, has the ability to provide systematic, logical answers that closely resemble human language style. ChatGPT has changed many things, from assisting with administrative tasks such as programming and customer service to becoming an educational tool like a tutor and research assistant. ChatGPT has become a highly effective tool for facilitating communication and obtaining information in today's digital era, with advantages in accessibility and the ability to build flowing conversations.

c. How ChatGPT Works

ChatGPT is trained and evaluated using billions of words drawn from a variety of sources, including English-language text. Over time, this model has evolved to the point where it can now also provide responses in various languages, including Indonesian (Lai et al., 2023). ChatGPT uses the Autoregressive Language Modelling method to construct text based on previous questions. This method allows the model to process and connect text repeatedly to produce coherent sentences and paragraphs that match the user's request (Rachbini et al., 2023).

ChatGPT interact with users via a single line text entry field and provide text results. ChatGPT, in contrast, generates responses by interpreting the context and intent underlying users question. What makes ChatGPT powerful is its capacity to analyze queries and produce comprehensive, well-developed answers drawn from most of the worlds digitally available text-based information at least the information available up to the time of its training, prior to 2021 (Roose, 2023). In order to enable follow-up queries, ChatGPT is trained using conversational data. By interacting with people in multi-turn conversations, ChatGPT is able to provide outputs that are more in line with human interests, making it more approachable and natural for users (Lai et al., 2023).

Additionally, there have been numerous reports on ChatGPT's accomplishments in completing difficult tasks in a variety of domains, such as passing the US Medical Licensing Examination (Kung et al., 2023) and actual exams in a law school (Choi et al., 2023), and even generating code from natural language instructions, thanks to the deployment of public APIs to assist general users. ChatGPT is trained using a combination of training data from several languages, just as previous LLMs. Despite the fact that English is the most common language, the combination of multilingual data let ChatGPT take inputs and provide responses in other languages, making it accessible and widely used by people worldwide (Lai et al., 2023).

However, ChatGPT has primarily been tested using English data due to the technology's recent development. In order to provide appropriate views for future research and applications, the community lacks a thorough, unbiased, and public evaluation of ChatGPT across a variety of non-English languages for distinct NLP tasks (Lai et al., 2023). Large-scale neural network models known as GPTs have previously been pre-trained utilizing massive datasets from websites, books, and articles are used for training the model on language patterns and structure (Raiaan et al., 2020). One should approach ChatGPT with patience and a willingness to try different prompts repeatedly to draw out the most creative and original responses. Clear, well-defined instructions and context further help direct ChatGPT toward the particular kind of unique information the researcher needs (Aithal, 2023).

Prompt engineering involves creating organized and specific input inquiries to get desired outcomes when engaging with AI models such as ChatGPT. Creating thoughtful suggestions can help AI deliver more relevant, accurate, and personalized responses (Aithal, 2023). Once training is complete, the model generates new text by predicting each subsequent word based on a given prompt or context. This process repeats until a full sentence or the required number of words has been produced (Raiaan et al., 2020).

Therefore, while ChatGPT demonstrates remarkable proficiency in handling complex multilingual tasks, its predominant training in English data necessitates a strategic approach from the user. To ensure the highest level of accuracy and relevance, users must implement effective prompt engineering by providing precise instructions and engaging in iterative refinement to achieve truly personalized outcomes.

a. Tasks ChatGPT Can Perform

ChatGPT is a multifunctional tool that is widely used in education, especially in English language learning. First and foremost, it serves as a source of data. It answers general questions on various topics ranging from

science to history, giving students quick access to knowledge. For language practice, it helps paraphrase and rephrase texts, helps rearrange sentences to make them clearer, and helps avoid plagiarism. According to Dwivedi (2023), ChatGPT can function as a coding assistant for students, supporting the generation of code snippets. It also offers students a means of obtaining coding support at their own pace, thereby fostering independent learning (Javaid et al., 2023).

In addition, ChatGPT provides writing assistance, allowing users to draft, edit, or refine articles, essays, and stories, which is very useful for both academic and non-academic writing (Naznin et al., 2025). It is innovative. It can be used as an idea generator for designers and generate ideas for writing (Chatti, (2023). ChatGPT has the potential to reduce the workload of researchers and enhance multiple stages of the research process, from planning through execution to presentation of findings (AlZaabi et al., 2023). ChatGPT also excels at text summarization and language translation, helping bilingual learners and breaking down complex information into easily understandable parts. ChatGPT's ability to analyse and summarize text provides learners with a unique tool to deepen their understanding of reading materials that are complex. Both of these skills are essential for academic research. ChatGPT aids in breaking down difficult texts, explaining complex concepts, summarizing long passages, and rephrasing them.

Furthermore, ChatGPT has the ability to edit and correct ideas and opinions encourages critical thinking, and the ability to correct grammar, spelling, and style correctly reinforces linguistic accuracy (Javaid et al., 2023). ChatGPT can help students quickly and efficiently improve their language skills by giving them instant feedback on their grammar and pronunciation (Nugroho et al., 2024). By offering suggestions for improving their phrases and paragraphs, it could assist children who struggle with reading and writing. Another significant capability of ChatGPT is its proficiency in generating structured text outlines. By

inputting original content and providing a brief description of the desired objective, users can leverage the tool to produce well-organized paragraphs that encapsulate the most essential information.

Outside of education, ChatGPT functions as a virtual assistant, helping to organize schedules or compose emails (McGeorge ET AL., 2023). ChatGPT has many features that make it not only an AI conversationalist but also a great pedagogical tool, especially for English learners, who benefit from interactive exercises, immediate feedback, and tailored support for all aspects of language: reading, writing, speaking, and listening. ChatGPT aids in breaking down difficult texts, explaining complex concepts, summarizing long passages, and rephrasing them (Araújo and Aguiar, 2023).

Based on the discussion above, it can be concluded that ChatGPT serves as a versatile and transformative tool within the educational landscape, particularly in the field of English Language Education. As a comprehensive pedagogical resource, it functions not only as an expansive data source and writing assistant capable of instant paraphrasing, summarization, and grammatical correction but also as a creative partner for brainstorming and structuring academic work.

Therefore, the primary value of ChatGPT lies in its ability to offer personalized support, such as instant feedback and the simplification of complex theories, which promotes independent learning and linguistic precision. Consequently, ChatGPT serves as a crucial catalyst for improving academic efficiency when used strategically to uphold critical thinking and scholarly integrity.

b. How To Access ChatGPT

Users must access the official ChatGPT, www.chatgpt.com, users can log in with their existing credentials or create a new account (Rachbini et al., 2023). For new users, they must select the “Sign Up” option and complete the necessary steps, after which they will receive a verification

email to confirm their account. Users can access various interface functions, such as interface programming, through the API for advanced implementation applications (Ulum, 2025). This simple orientation allows developers and regular users to quickly utilize ChatGPT's capabilities for their unique needs, whether for common problems, educational purposes, or integration with other applications.

To maximize the effectiveness of ChatGPT, users should become familiar with the most effective techniques for interacting with the tool (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. The use of ChatGPT, which simplifies tasks ranging from searching and summarizing to research, will inevitably spark debate. Its supporters will argue that ChatGPT can be used to find a variety of reference sources (Suharmawan, W. (2023).

Therefore, it can be concluded that ChatGPT is a highly accessible tool that produces better results when given clear, specific instructions. While its ability to simplify academic tasks like summarizing and researching is undeniable, its status as a credible reference remains a subject of debate. Ultimately, this technology functions best as a support system that depends on the quality of user interaction to maintain academic standards.

c. ChatGPT Security and Ethics

Ethical guidelines and technical security procedures must be a top priority to ensure that the benefits of ChatGPT can be realized without compromising privacy. Users must exercise caution because ChatGPT is at risk of being used to assist in writing malicious code (malware) or creating highly convincing phishing emails (Alshahrani & Alrodhan, 2025). Therefore, ethical guidelines and security measures must be carefully considered to protect user integrity,” and a robust framework is essential (Aithal, 2023).

The reliability of information is also a critical issue because large language models often generate answers that appear convincing but are inaccurate. Users should not take ChatGPT's outputs at face value because users need to independently verify all important facts and make judgments before relying on or disseminating content created by ChatGPT (Kasneci et al., 2023). In a professional context, it is important to remember that this technology is merely a cognitive aid, as ChatGPT serves as a tool to enhance human capabilities, not to replace expertise and critical thinking (Aithal, 2023). Issues related to user privacy and data security must be addressed to ensure the successful implementation of ChatGPT in education (Mambu et al., 2023).

In addition, users must learn about privacy and data security; they must learn to use strong passwords, protect personal data, and understand the platform's privacy policies (Thohir et al., 2023). The negative impacts of ChatGPT include the spread of unethical content, an increase in the digital divide, concerns about ChatGPT threats, the spread of misinformation, privacy violations, job displacement, and overreliance on technology. To address these issues, strict regulations, digital skills, ethical awareness, and adequate oversight are necessary (Thohir et al., 2023).

When people talk about indicators of digital civility (GPT), they are referring to how to apply digital ethics when using and interacting with ChatGPT as an artificial intelligence system. Several indicators are discussed in this context (Yahya et al., 2024). The first indicator, maintaining data privacy and security, emphasizes the importance of safeguarding privacy and data security when using ChatGPT. This includes avoiding sharing personal or confidential information with ChatGPT, maintaining the confidentiality of conversations that may contain sensitive information, and ensuring a secure connection is used to access ChatGPT (Wu et al., 2024).

Therefore, as ChatGPT evolves, maintaining ethical standards requires constant vigilance regarding issues like bias and intellectual property.

Ensuring responsible innovation depends on collaboration between tech experts and policymakers to prioritize humanitarian values. By following these principles, we can maximize AI's potential while minimizing its risks. Ultimately, this framework balances technological progress with academic integrity.

d. Challenges and Strategies of Using ChatGPT

a) Challenges of Using ChatGPT

1) Issues of Academic Integrity

Although ChatGPT offers various opportunities in higher education, its utilization also triggers a number of significant challenges, particularly related to academic integrity. Many researchers have expressed concerns regarding the potential misuse of this tool, referring to unethical actions such as cheating and plagiarism (Anderson et al., 2023; Cotton et al., 2023; Sallam, 2023). This is reinforced by the fact that academic staff feel threatened by the trend of students using ChatGPT to complete essays or assignments without adequate revision processes (Sabzalieva & Valentini, 2023).

This academic dishonesty generally occurs when students claim AI-generated texts as their original work without proper citation (Halaweh, 2023). In response to these risks, some educational institutions have even banned the use of AI altogether. However, on the other hand, Halaweh (2023) argues that the use of ChatGPT will not be considered plagiarism as long as users properly cite the sources of ideas obtained thru reverse searching. Therefore, providing comprehensive guidance and training for students is crucial so that they can utilize ChatGPT responsibly without hindering their academic success.

2) Issues of Privacy and Security

Although ChatGPT has seen a surge in popularity, its integration into higher education presents significant hurdles regarding data security and privacy. These concerns arise as both students and educators may inadvertently disclose sensitive personal information during their interactions with the AI. Such exposure carries the risk of student data being exploited for non-academic purposes, unauthorized access to user information, and potential breaches in system security (Kasneci et al., 2023).

According to Dwivedi et al. (2023), sensitive academic data, such as student essays and assignments, may be accessed by ChatGPT, necessitating strict measures to ensure that such information is protected in accordance with privacy laws. If this data is compromised, there is a risk that ChatGPT could be exploited for harmful purposes (Dwivedi et al., 2023). This situation presents a major difficulty for educators and students who may lack technical expertise or a deep understanding of cybersecurity (Tlili et al., 2023).

3) Issues of Factual Inaccuracies

Despite its speed, ChatGPT often generates misleading information, which can negatively impact the academic work of teachers and students (Day, 2023; Hügler, 2023). Evidence suggests that the AI frequently provides hallucinated or fake citations that do not exist in academic repositories (Hügler, 2023; Day, 2023). Because of these inaccuracies, it is vital for researchers and students to meticulously cross-check AI-generated content to avoid the propagation of misinformation in an educational context (Tlili et al., 2023; Wen & Wang, 2023).

4) Issues of Overdependence on Artificial Intelligence

The convenience provided by ChatGPT has raised concerns regarding a potential overreliance on artificial intelligence within academic settings. This dependency occurs when students utilize the platform to complete entire assignments, bypassing the need for critical and analytical engagement. According to Farrokhnia et al. (2023) and Kasneci et al. (2023), such habits may diminish a student's motivation to conduct independent research or develop personal learning strategies. Furthermore, excessive reliance on AI-generated content can stifle the development of essential competencies, including problem-solving, creative reasoning, and reflective skills (Firat, 2023; Rahman & Watanobe, 2023). To mitigate these risks, it is crucial to educate students on using ChatGPT as a supplemental aid rather than a replacement for human intellect.

Therefore, while ChatGPT enhances academic efficiency, its use poses serious risks regarding integrity, privacy, and factual accuracy. Overdependence on AI may also stifle critical thinking and essential learning competencies if used as a total replacement for human intellect. Consequently, a balanced approach involving clear institutional guidance is vital to ensure AI remains a supplemental tool that upholds scholarly standards.

b) Strategies to Enhance the Use of ChatGPT

1) Developing Skills For Using ChatGPT

Since ChatGPT represents a significant shift in the educational landscape, we must prioritize the upskilling of both faculty and students through targeted training programs designed to maximize the tool's potential (Sabzalieva & Valentini, 2023; Sok & Heng, 2023). While the benefits of AI in academia are undeniable, we cannot ignore the substantial risks involved. Therefore, it is essential

for policymakers to work in tandem with IT departments to develop training initiatives that directly address the specific needs of our academic community.

Our curriculum for such training should, for instance, clarify the distinct advantages and inherent boundaries of AI-assisted learning (Lee, 2023). The ultimate goal is to cultivate a level of digital literacy that enables users to critically evaluate and scrutinize AI-generated content. By providing this guidance, we do more than just steer students away from the pitfalls of academic dishonesty; we equip them with the sophisticated analytical skills necessary for long-term success in both their scholarly pursuits and their future professional careers.

2) Developing Academic Policies on ChatGPT

To maintain fairness in student evaluation, institutions must evolve their internal academic policies to stay synchronized with rapid technological shifts (Cotton et al., 2023; Firat, 2023; Sabzalieva & Valentini, 2023). Central to this effort is the rigorous revision of integrity guidelines to ensure the ethical application of AI tools like ChatGPT. A primary focus remains on plagiarism policies; for instance, the unacknowledged use of AI-generated text through copy pasting must be strictly classified as academic dishonesty. Consequently, rather than enforcing total bans, universities should promote a culture of accountability, encouraging both faculty and students to exercise caution and take ownership of their AI interactions.

Furthermore, traditional assessment methods require a fundamental redesign to uphold equity, transparency, and reliability. As Malik et al. (2023) suggest, educators should pivot toward evaluations that emphasize real time engagement, such as oral examinations, in-class case studies, and problem-based assessments

tied directly to classroom instruction. Sullivan et al. (2023) further recommend diversifying assessment formats to include in-class presentations, podcast production, group collaborations, and hands on laboratory work tasks that remain difficult for AI to replicate effectively. Ultimately, instructors must innovate their pedagogical approaches, tailoring assessments to meet specific learning objectives and student needs while considering practical time constraints.

3) Applying a Practice and Learn Approach

Since there is no definitive consensus on the most effective strategy for integrating ChatGPT or other large language models (LLMs) into higher education, adopting a learning by doing or experiential approach is essential. This methodology focuses on the iterative cycle of exploring ChatGPT's capabilities, reflecting on the outcomes, and refining usage. As Gimpel et al. (2023) emphasize, educators must first attain a functional understanding of how ChatGPT and similar tools operate before they can effectively adapt their pedagogical methods, curricula, and instructional processes.

A practice and learn strategy enable institutions and faculty members to enhance their educational frameworks through continuous reflection involving all stakeholders. To facilitate this, both faculty and students are encouraged to engage with specific functionalities of the application such as prompt engineering, iterative questioning, virtual assistance, and the identification of misinformation to gain a nuanced understanding of the tool's strengths and constraints (Sok & Heng, 2023). Furthermore, it is imperative for academic departments to establish regular forums for sharing best practices, addressing challenges, and formulating collective solutions. Finally, the execution of action research is vital to systematically investigate the efficacy of these pedagogical

interventions and the practical application of academic policies regarding AI (Sok & Heng, 2023).

Therefore, optimizing ChatGPT in higher education requires a strategic shift toward upskilling students and faculty in digital literacy to critically evaluate AI-generated content. Educational institutions must also redesign academic policies and assessment methods to emphasize accountability and real-time engagement that AI cannot easily replicate.

e. English Language Learning in the Digital Context

English Language Learning (ELL) is a multifaceted process involving the acquisition of linguistic competence, which encompasses the four fundamental skills: listening, speaking, reading, and writing. According to Richards and Rodgers (2014), language learning is not merely the memorization of vocabulary and grammatical rules but the development of communicative competence that enables learners to function effectively in various social contexts. In the academic sphere, specifically for English Education students, this process requires a deep engagement with complex texts and the ability to produce coherent, original academic discourse (Hyland, 2015).

Traditionally, ELL was dominated by teacher-centre methodologies and physical resources. However, the contemporary educational landscape has undergone a significant paradigm shift due to the integration of Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL). Warschauer (2011) emphasizes that technology in ELL serves as more than a supplementary tool; it creates a "digital ecosystem" where learners can access authentic linguistic input and interact with global speech communities. This shift has redefined the role of the learner from a passive recipient to an active, autonomous agent who is responsible for navigating their own learning trajectory through digital platforms (Benson, 2011).

The emergence of Generative Artificial Intelligence (AI), specifically ChatGPT, represents the most recent and disruptive frontier in the evolution of ELL. These Large Language Models (LLMs) function as sophisticated linguistic partners that provide instantaneous feedback, stylistic suggestions, and structural scaffolding. While these tools offer pedagogical benefits by reducing cognitive load and accelerating language production, they also introduce a critical tension regarding academic integrity. As noted by Stockwell (2022), the integration of advanced AI in language education necessitates a re-evaluation of what constitutes authentic student work. For eighth-semester students, who are at the pinnacle of their undergraduate academic journey, ELL in this era is no longer just about linguistic mastery, but about the ethical orchestration of human intelligence and machine assistance.

In conclusion, English Language Learning has undergone a paradigm shift from traditional methods focused on vocabulary memorization to the development of more complex communicative competencies through a digital ecosystem. The integration of technologies such as ChatGPT makes it easier for students to access authentic language input and accelerates the language production process. However, the presence of AI also poses significant challenges to academic integrity, requiring students especially those in their final years to not only pursue linguistic mastery but also to ethically and responsibly balance human intelligence with machine assistance.

f. The Unified Theory of Acceptance and Use of Technology 2 (UTAUT2)

To understand the factors influencing the adoption and integration of ChatGPT among eighth-semester students, this study employs the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) framework. Developed by Venkatesh, Thong, and Xu (2012), UTAUT2 is a comprehensive theoretical model designed to explain individual acceptance and use of technology in a consumer context. In the realm of English

Language Learning (ELL), UTAUT2 provides a robust structure to analyse how students perceive the utility and ease of AI-driven tools.

The following constructs of UTAUT2 are specifically adapted to the context of ChatGPT usage:

a. Performance Expectancy (PE)

Performance Expectancy refers to the degree to which a student believes that using ChatGPT will provide benefits in performing academic tasks and improving their English proficiency. In this study, PE encompasses the student's perceptions of ChatGPT's efficiency in generating ideas, correcting grammatical errors, and enhancing the overall quality of their writing (Venkatesh et al., 2012). For final-year students, PE is often linked to the speed and accuracy which the AI can assist in thesis preparation.

b. Effort Expectancy (EE)

Effort Expectancy is defined as the degree of ease associated with the use of the technology. For students at UINFAS Bengkulu, EE pertains to how user-friendly and intuitive they find the ChatGPT interface. If the AI requires minimal cognitive effort to operate such as through simple natural language prompting students are more likely to adopt it as a regular learning companion.

c. Social Influence (SI)

Social Influence represents the extent to which students perceive that important to others, such as lecturers or peers, believe they should use ChatGPT. In the context of the English Education Department, SI may be driven by the prevailing academic culture or the recommendation of classmates who have successfully utilized AI for language acquisition and research.

d. Facilitating Conditions (FC)

Facilitating Conditions refer to the students' perceptions of the resources and support available to perform ChatGPT-related tasks. This includes access to stable internet connectivity, compatible devices, and the necessary digital literacy skills to interact with the AI model effectively.

e. Hedonic Motivation (HM)

In UTAUT2, Hedonic Motivation is defined as the pleasure or enjoyment derived from using a technology. Beyond its functional utility, students may find ChatGPT engaging or fun due to its ability to simulate human-like conversation and provide creative linguistic outputs, which significantly influences their behavioural intention to continue using the tool.

f. Price Value (PV)

Price Value involves the cognitive trade-off between the perceived benefits of the technology and the monetary cost for using it. Since ChatGPT offers a robust free version (GPT-3.5), students often perceive a high price value, as they can access advanced linguistic assistance without financial burden.

g. Habit (HT)

Habit is the extent to which students perform behaviour automatically because of learning. As ChatGPT becomes a daily tool for searching synonyms or structuring paragraphs, its usage transitions from a conscious choice to a routine academic habit, which is a strong predictor of long-term technology integration.

Therefore, the UTAUT2 framework serves as a structured lens to analyze how students internalize ChatGPT through functional, social, and psychological drivers. By mapping factors such as efficiency and ease of use alongside behavioural triggers like habit and social influence,

my research can critically evaluate the depth of AI integration at UINFAS Bengkulu.

B. Related Previous Studies

Recent studies have explored the use of AI in the learning process that examines how 4th semester Social Science students view ChatGPT as an English learning tool through the UTAUT2 theoretical framework. A paper from Hakamul Ulum (2025) entitled, “The Student’s Perception of Using ChatGPT Towards English Language Learning (A Study at Fourth Semester Students of Social Sciences Study Islamic State University of Fatmawati Sukarno Bengkulu)”, found that students regarded ChatGPT as a transactional efficiency tool for vocabulary and tasks, but 90% were aware of data inaccuracies.

Similar to research from Inayah Latifah (2025), which entitled, “*Persepsi Mahasiswa PAI UIN Fatmawati Sukarno Bengkulu dalam Menggunakan Platform Digital ChatGPT pada Proses Perkuliahan*”. Researching the use of ChatGPT among Islamic Religious Education (PAI) students to compile papers and look for ideas, as well as identify technical obstacles faced. In his research, it was found that there was a high dependency potential and a lack of understanding of the ethics of using AI among students.

Research by Slimi et al. (2025), entitled, “Student’s Perceptions of Artificial Intelligence Integration in Higher Education.”. They look at how AI is coming to campus, whether it’s helping students learn or damaging their way of thinking. The result is that students feel that learning is faster and tasks are easier to complete (personalization). However, it is dangerous if it becomes a substitute for the human brain. In addition, there are still many students who confuse the line between seeking help and cheating using AI.

Extant literature has extensively documented the integration of Artificial Intelligence within the pedagogical landscape, with a specific focus on the utility of ChatGPT. However, while these studies offer foundational insights into student acceptance, they tend to remain at a descriptive level of perceptions and attitudes. Consequently, there is a notable research gap regarding the substantive

behavioural adjustments and ethical strategies employed by students to uphold academic integrity

This research distinguishes itself from extant literature by pivoting the scholarly focus from basic perceptions toward ethical adaptation Strategies. While previous inquiries, such as the study conducted by Ulum (2025), predominantly explored student acceptance and general attitudes toward ChatGPT within the context of UINFAS Bengkulu, they did not extensively address the nuanced navigation techniques employed by final-year students to reconcile AI assistance with academic integrity. As eighth-semester students encounter the high-stakes pressure of undergraduate thesis production, their engagement with ChatGPT transcends superficial preferences, manifesting instead as a complex negotiation between technological efficiency and intellectual autonomy

Therefore, this study fills a critical gap in the literature by explicitly analysing how students at UINFAS Bengkulu adapt their learning workflows to ensure that the use of ChatGPT does not compromise their intellectual autonomy. By focusing on ethical adaptation, this research provides a more nuanced understanding of how students operationalize academic integrity in an era where AI is becoming an inseparable part of English Language Education (ELE).

C. Conceptual Framework

'NAVIGATING LEARNING AND INTEGRITY: STUDENT'S EXPERIENCES
WITH CHAT GPT IN ENGLISH LANGUAGE LEARNING'

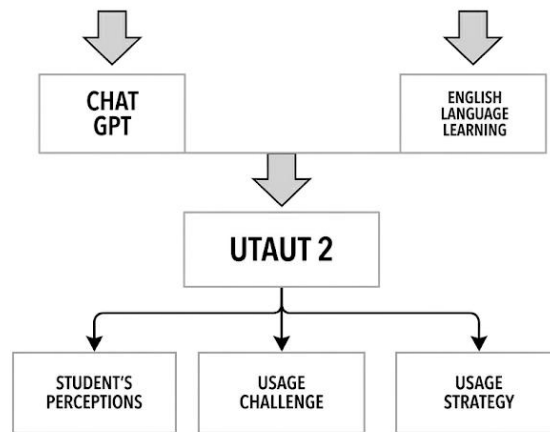


Figure 1. Conceptual Framework

Based on the framework in figure 1, this study investigates how students navigate ChatGPT integration within English Language Learning through the theoretical lens of UTAUT 2. Through this approach, the researcher analysed student's perceptions to identify the drivers of technology adoption while concurrently examining the usage challenges related to technical barriers and academic integrity risks. Ultimately, this research aims to formulate the usage strategies employed by students as adaptive measures to balance AI innovation with the maintenance of rigorous scholarly standards.