

A SYSTEMATIC REVIEW OF THE ROLE OF ARTIFICIAL INTELLIGENCE FOR ENHANCING LANGUAGE LEARNING

*¹DINA APRILIANA, DINAAPRILIANAB8@GMAIL.COM

²NADIA SYAKIRAH, NADIASYAKIRAH08@GMAIL.COM

³NATASHA SYIFA AULIA, NATASHASYIFAAULIA15@GMAIL.COM

*¹UIN SULTAN THAHA SAIFUDDIN JAMBI, MUARO JAMBI, JAMBI, INDONESIA

²UIN SULTAN THAHA SAIFUDDIN JAMBI, MUARO JAMBI, JAMBI, INDONESIA

³UIN SULTAN THAHA SAIFUDDIN JAMBI, MUARO JAMBI, JAMBI, INDONESIA

1st ICOERESS
(October 16th 2024)

Submission:
(18-11-2024)
Published:
(30-12-2024)

ABSTRACT

This systematic review examines the role of Artificial Intelligence (AI) and chatbots in enhancing language learning, highlighting their advantages, challenges, and implementation outcomes. Using PRISMA 2020 methodology, 60 studies were identified, screened, and evaluated, with 19 meeting the inclusion criteria. Participants ranged from primary school to university students, while research designs included quantitative, qualitative, and mixed methods. The findings reveal that AI tools, such as ChatGPT, significantly enhance language skills, including speaking, writing, grammar, and vocabulary. These tools provide personalized and interactive learning experiences, real-time feedback, and opportunities for simulated conversations, fostering learner autonomy and motivation. Challenges include over-reliance on technology, data privacy concerns, and the need for teacher training to effectively integrate AI into classrooms. Despite these challenges, the study underscores the transformative potential of AI in addressing resource limitations and diverse learner needs, while complementing traditional teaching methods. The integration of AI tools is recommended to create more dynamic, engaging, and tailored educational experiences. To maximize their benefits, ethical considerations and balanced implementation strategies are essential. By leveraging AI and chatbots, language education can become more effective and accessible, preparing learners for the demands of a technology-driven future while fostering greater confidence and proficiency.

Keywords: Artificial Intelligence (AI), Chatbots in language learning, ChatGPT, English Learning

BACKGROUND

This paper examines the role of Artificial Intelligence (AI) and chatbots in transforming language learning. In other words. This paper offers an overview of how Artificial Intelligence can support language learning., specifically, AI and chatbots open up innovative possibilities for making learning more efficient, interactive, and accessible. AI chatbots are able to customize educational materials and content to fit the unique learning requirements and preferences of every student (Arianto et al., 2024). The review assesses both the advantages and challenges associated with the implementation of these technologies in language education.

In today's digital age, where students are increasingly tech-savvy, leveraging AI tools can create more engaging and personalized learning experiences. According to Farlina et al., (2024) The research seeks to investigate the potential of AI in improving the teaching and learning of English, especially within a secondary school environment. As a global language, English is vital for students, and high-quality instruction in English is crucial for their academic and career achievements. Nonetheless, conventional approaches to teaching English often encounter obstacles, including insufficient resources, low student

engagement, and diverse proficiency levels among learners. AI presents a promising avenue to address these issues by offering creative tools and resources tailored to various learning styles and skill levels.

Language learning can be easier by using AI and Chatbots that can be available anytime for practice. AI as a computer system theory can perform tasks normally involving human intelligence (Fitria, 2021). They can help learners improve by adding real conversations and giving quick feedback on mistakes in pronunciation, grammar, vocabulary, and pronunciation. To keep learners interested, Chatbots also use fun features, like quizzes and points. With their personalized help and constant support, chatbots make learning a new language faster and more enjoyable.

The contribution of Artificial Intelligence (AI) and chatbots to improving language learning is crucial, as these technologies offer tailored and engaging learning experiences that address the unique needs of each student. According to Faiz & Kurniawaty (2023) AI-powered platforms can evaluate a learner's progress and adjust the content accordingly, providing targeted practice in areas where students may struggle. Furthermore, chatbots serve as conversation partners, allowing students to engage in real-time discussions that improve their writing and speaking skills in a comfortable environment. This interactive approach promotes a deeper understanding of language nuances by encouraging students to explore language use and build their confidence. By integrating AI and chatbots into language instruction, teachers can create a more dynamic and effective learning atmosphere that enhances student engagement, fluency, and cultural awareness.

Language learning can be made more flexible, interactive and personalized by utilizing chatbots and artificial intelligence (AI). Artificial intelligence (AI) is a system that is developed and capable of innovating in the field of study that is modeled on both machines and computers that can have the same or even more intelligence as humans, which is characterized by adaptive, decision-making, cognitive, and learning abilities (Herdina and Aini, 2024). AI can monitor a learner's progress and modify lessons to suit their needs, concentrating on areas that require development. AI-powered chatbots give students the opportunity to practice writing and speaking by simulating real-world conversations. They can provide quick feedback, correct mistakes, and clarify concepts, which helps students in remembering and improving their language proficiency. These resources make learning more accessible, fun, and easier when needed.

Finally, this systematic literature review (SLR) was done to comprehend AI and chatbots have brought significant advancements in language learning by offering personalized learning, instant feedback, and 24/7 accessibility. These technologies create more engaging and effective learning experiences through customized content, interactive conversations, and adaptive learning paths. While implementation challenges exist, AI and chatbots have proven to be valuable tools that complement traditional teaching methods, enhancing student engagement and language learning outcomes

Due to rapid technological development in the world, digital tools and applications have started to become commonplace, especially in classroom learning. This presents an opportunity to expand students' ability to learn languages efficiently using artificial intelligence and chatbots. Therefore, the objective of this paper is to examine the role of Artificial Intelligence (AI) and chatbots in enhancing language learning. The main research question is "What is the role of Artificial Intelligence (AI) and chatbots in enhancing language learning?"

RESEARCH METHOD

This systematic literature review was carried out using the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) 2020 criteria. To aid with transparency in a systematic review, the PRISMA checklist has 60 elements. This systematic literature review employed the comparative research approach, namely descriptive comparison. (Check & Schutt, 2012; Creswell, 2014; Sharp, 2003). This essay aims to investigate and elucidate how chatbots and artificial intelligence (AI) might

improve language acquisition. It seeks to methodically demonstrate how AI sets itself apart and provides special benefits over alternative learning platforms.

60 These include the identification phase, screening phase, eligibility phase, and lastly, the inclusion phase.

Phase 1: Identification Phases

This stage of the systematic review focused on identifying relevant studies, involving two primary steps. The first step was gathering relevant articles and selecting appropriate ones based on inclusion and exclusion criteria. Such studies may be limited by publication bias. This research process did not include analyzing literature from non-journal sources, such as book chapters, white papers, and technical reports.

Through a survey of a few chosen studies on these technologies, this study theoretically investigates the main ways that chatbots and artificial intelligence enhance language learning efficacy. This systematic literature review aims to provide readers with a better knowledge of the role chatbots and artificial intelligence (AI) play in the classroom, specifically in enhancing language acquisition. With an emphasis on publications from 2024, the review was based on electronic journal articles that were mostly obtained from Google Scholar. As part of the research procedure, the analysis was carried out in four stages.

Table 1. Source of journals

Journal Source	Quantity	Keywords
Google Scholar	60 articles	Artificial Intelligence, Chatbots in language learning, ChatGPT

Phase 2: Screening Phase

After selecting appropriate publications from Google Scholar within a week, duplicates were removed. The remaining articles were re-evaluated against the research criteria.

Phase 3: Eligibility Phase

In the third phase, collected papers underwent an eligibility assessment to ensure they met the inclusion criteria outlined in Table A. This step was crucial for ensuring the reliability of the gathered data.

Table 2. Inclusion Criteria

Inclusion
Artificial Intelligence (AI) and Chatbots in Enhancing Language Learning Research methodologies: quantitative, qualitative and mixed method Sample or responden various levels of education Evaluate Artificial Intelligence (AI) and Chatbots in Enhancing Language Learning Journal Articles published in 2024

Studies that looked at how researchers used AI technology to enhance language learning and acquisition were chosen. As seen in figure 1, the selection procedure adhered to particular screening standards.

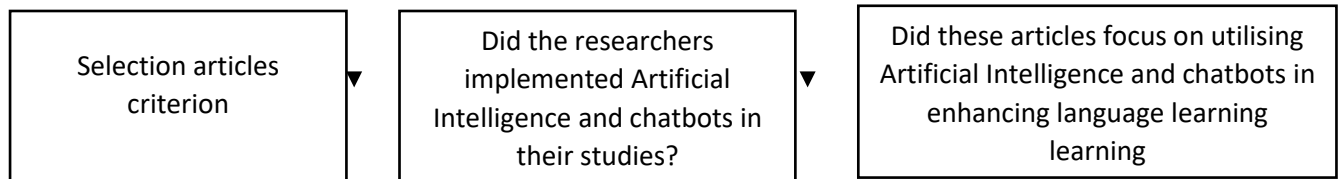


Figure 1. Assessment criterion in choosing articles

Phase 4: Exclusion Phase

Following the third-phase eligibility assessment, several articles were removed from the systematic literature review based on the exclusion criteria detailed in Table 3. This elimination process was as important as the eligibility screening in maintaining the quality of the research data

Table 3. Exclusion Criteria

Exclusion
Artificial Intelligence and chatbots was not implemented in enhance language learning
ChatGPT was not implemented in enhance language learning
the studies did not access and evaluate artificial intelligence
Teaching and learning which did not used artificial intelligence especially ChatGPT
Articles not published in 2024

The review examined 60 articles investigating the impact of AI and chatbots on language learning advancement. Table 4 illustrates the diverse research methodologies employed across these studies, which included quantitative, qualitative, mixed-methods approaches, literature reviews, and research and development studies. The research participants spanned all educational levels, ranging from primary school to university students.

Table 4. Quantity of journals based on research design

Research Design	Quantity
Quantitative Design	15
Qualitative Design	17
Mixed-Method Design	13
Review of Literature	8
Research and development	2
Scientific Method	2
Library	2
Conceptual	1

Following the PRISMA 2020 (Preferred Reporting Items for Systematic Review and Meta-Analyses) criteria and checklist, Figure 2 depicts the entire systematic review process, from Phase 1 to Phase 4.

RESEARCH FINDINGS

The results section provides a detailed analysis of the findings from the selected studies. After thorough screening through four phases, twenty papers were included in this systematic review. These studies highlight significant research on how AI and chatbots facilitate language acquisition and compiled in Table 5

Table 5. Main Characteristics, Perspectives and perception of using Artificial Intelligence in enhancing language learning

Authors	Territory	Study Purpose	Participants	Discussion
(Moh. Abraham Akbar Eisenring, Jamiluddin, Muh. Arasy Hairul, 2024)	Tadulako University in Indonesia	The aim of the study was to investigate and promote chatbots as a means of modernizing English language teaching. The authors presented chatbots as a technology that can enhance language learning by encouraging interaction and engagement, and conducted a literature review to emphasize the benefits and useful applications of chatbots in ELT.	Thirty students from SMP Negeri 9 Palu participated in a two-day chatbot-based learning activity as part of the actual implementation of the study.	The paper discussed the evolution of chatbots over time, their types and the benefits they provide for language learning. Students used chatbots to expand their English vocabulary during practice sessions, and the positive feedback indicated that they were more engaged and enjoyed the learning process. Conversations discussed the chatbot's ability to inspire students, offer quick feedback and support independent learning. These features are particularly useful for students who are digitally native and may feel more comfortable practicing English with a chatbot than with a classmate or teacher.
(Fitrianto et al., 2024)	Indonesia	By creating an individualized learning plan that takes into account each student's preferences, learning preferences, and competence level, this study explores how AI might improve Arabic instruction. Using a more flexible, student-centered approach, the primary goal is to improve learning outcomes, motivation, and engagement. 3. Participants: A range of participants, including educators, administrators, and students, provided data for the study. Surveys, interviews, and field tests with sample groups are some of the approaches used to collect data on users' experiences using AI-based language learning.		Some important findings highlighted in the discussion: By adapting to each student's unique needs and providing prompt feedback, personalized AI-driven learning programs improve students' happiness, motivation, and learning outcomes. AI approaches encourage diversity and make learning Arabic more accessible, especially for individuals with minimal means. Technical difficulties, a possible decrease in interpersonal contact, and the requirement for ongoing instructor assistance and training were among the difficulties mentioned. The study promotes cooperation and ethical issues in the application of AI in education, highlighting how AI can revolutionize education by providing scalable and adaptable solutions across many educational environments.
(Nur Ardini et al., 2024)	Indonesia	using Artificial Intelligence (AI) to create a Jonglish mobile application	Although the exact number of participants	Using artificial intelligence techniques including natural language processing (NLP) for machine

		<p>that will improve English pronunciation of EFL learners.</p>	<p>or demographics are not given, the study mainly focuses on Javanese EFL learners.</p>	<p>translation, grammar correction, and speech enhancement, the study describes how the application was developed. Particular attention is given to the application of CRISP-DM (Cross Industry Standard Process for Data Mining) for analyzing structured data and validating its effectiveness on a dataset in which high translation accuracy and spell checking scores were achieved.</p>
<p>(Harisha et al., 2024)</p>	<p>Banten, Indonesia</p>	<p>The purpose of the study is to explore the effectiveness of chatbots in English language learning and to examine the viewpoints of undergraduate students regarding their efficacy. The research aims to understand the benefits and drawbacks of employing chatbots in language learning, as well as to gather students' opinions on their effectiveness</p>	<p>The study involved 30 undergraduate students from Sultan Maulana Hasanuddin State Islamic University, Banten</p>	<p>The discussion highlights the potential of chatbots to provide quick, tailored assistance in English language acquisition. While chatbots are noted for their ease of use and accessibility, the study also points out limitations such as knowledge constraints and platform restrictions. The findings suggest that while chatbots can enhance accessibility and provide individualized help, they may not fully replace the nuanced interaction that human educators provide. Overall, the study emphasizes the transformative impact of chatbots in language education, suggesting that they can play a significant role in reshaping learning experiences.</p>
<p>(Hutauruk et al., 2017)</p>	<p>The study was conducted at FKIP Universitas HKBP Nommensen Pematangsiantar, Indonesia.</p>	<p>The purpose of the study was to investigate the effectiveness of artificial intelligence (AI) through chatbots in enhancing the vocabulary of students in the English department. The research aimed to assess how the use of chatbots could improve students' vocabulary skills and their overall learning experience in English.</p>	<p>The study involved 30 students from a total of 70 students enrolled in the English Vocabulary class of the first semester at the English department of Universitas HKBP Nommensen Pematangsiantar. The participants were</p>	<p>The discussion highlighted that students found the chatbot application enjoyable and effective for learning vocabulary. The use of chatbots facilitated independent learning, allowing students to engage with vocabulary definitions, meanings, and synonyms at their convenience. The study emphasized the importance of integrating technology in language learning, particularly for digital natives, and recommended that educators utilize AI chatbots to enhance vocabulary instruction. The findings indicated that chatbots could significantly improve students' confidence and</p>

			selected randomly from two classes.	motivation in learning English vocabulary, providing instant feedback and support for their language skills.
(Ridayani, 2024)	Indonesia	The purpose of the study in the article is to explore the role of Artificial Intelligence (AI) technology as a trend in English language learning. The study aims to identify how AI can be used to create innovative and effective learning methods, particularly through qualitative, descriptive analysis. By examining existing literature, it seeks to understand the impact of AI on English language teaching and how it can enhance educational processes, including adaptive and personalized learning for students	No participants because this is literatur review study	The discussion in the article highlights the transformative potential of Artificial Intelligence (AI) in English language learning. It suggests that AI technology can significantly enhance the effectiveness and efficiency of education by enabling adaptive, personalized learning experiences. AI's ability to analyze data quickly helps in creating tailored learning programs that cater to individual students' needs. Additionally, AI assists in tasks like scheduling, attendance monitoring, and generating accurate reports, which eases administrative burdens on educators.
(Pangestu & Suwartono, 2024)	university in Purwokerto	To analyze how AI technology can assist students in improving their English-speaking skills.	The study involved four sixth-semester English Language Education students from a private university in Purwokerto.	Every participant said they have used a variety of AI tools to get better at speaking English. One of these resources was SiVi, which was used to practice pronunciation and speech. Gemini and Duolingo provided tools for improving vocabulary, speaking, and listening. Participants utilized Perplexity and Chat GPT for more intricate discussions and brainstorming. Furthermore, QuilBot was utilized for paraphrasing, and Google Translate, Grammarly, and Deepl were utilized for translation and vocabulary comparison.
(Rohmah & Haqqu, 2024)	Telkom University in Bandung	Investigating ChatGPT's function in human-machine communication was the goal of the study. Its main goals were to comprehend user views, interaction characteristics, and	Users from Generation Z who actively used ChatGPT were the study's participants.	Users used ChatGPT for a variety of tasks, such as academic assignments, idea generation, and conversational partner, which improved their productivity, creativity, and understanding of artificial intelligence. However, the research also highlighted

ChatGPT's influence on communication and technology advancement. The study also looked at the distinctions between human-human and human-machine communication, stressing ChatGPT's dual function as a tool and a communicator and the significance of AI literacy for its efficient use.

ChatGPT's limitations, such as its inability to convey emotions or provide subjective judgments, which sets it apart from human communication. The study found that ChatGPT serves two purposes: it is an active communicator and a medium for interaction. The findings underscore the necessity of incorporating AI literacy into educational curricula and establishing ethical standards to ensure responsible and efficient use of AI technologies.

(Losi et al., 2024)	Binjai, North Sumatra, Indonesia	The purpose of the study was to find out how students felt about utilizing ChatGPT as a vocabulary-learning tool. It specifically aimed to ascertain how students perceived ChatGPT's usability, benefits, and difficulties in enhancing their vocabulary in English as well as how this AI technology aided their self-directed learning process.	The participants were high school students at SMAN 2 Binjai, North Sumatra, Indonesia.	The results showed that the majority of students thought well of ChatGPT, praising its usefulness, convenience, and capacity to improve vocabulary. Thanks to ChatGPT's tailored feedback, students expressed greater desire and interest in expanding their vocabulary outside of the classroom. Nevertheless, certain limitations were observed, including sporadic errors in ChatGPT's responses and worries about relying too much on the technology. Recommendations included encouraging ethical use to preserve academic integrity, making sure students double-check the information on ChatGPT, and incorporating technology into educational contexts in a responsible manner. The study underlined ChatGPT's potential as a useful teaching tool while stressing the need for supervision and appropriate use to optimize its advantages.
(Mandasari et al., 2024)	Sekolah Tinggi Ilmu Administrasi (STIA) LPPN in Padang, West Sumatra, Indonesia	The purpose of the study was to examine how students felt about utilizing ChatGPT to improve their writing skills in English. It assessed the tool's usefulness, usability, and influence on the learning process while pointing out any issues or	The participants were 45 students enrolled in the English for Correspondence course at STIA LPPN Padang	The findings revealed that most students viewed ChatGPT positively, appreciating its ease of access, efficiency in improving writing skills, and ability to enhance their understanding of English. However, concerns were raised about over-reliance on AI, which could hinder independent learning. The study highlighted the importance of integrating ChatGPT alongside traditional teaching methods to maximize its

		reservations regarding the usage of AI in the classroom.		potential while mitigating drawbacks. Overall, the research underscored the value of ChatGPT in education, provided it is used responsibly and ethically.
(Nurfidari et al., 2024)	SMAN 2 Monta Bima, Indonesia	The study's goal is to use artificial intelligence (AI) tools for student learning, namely ChatGPT and Perplexity AI. The objective is to improve their comprehension and application of these AI technologies, especially in areas pertaining to intelligence and data analysis.	The study involved a sample of 13 students and 1 teacher from SMAN 2 Monta Bima.	According to the study, using AI tools in the classroom, such as ChatGPT and Perplexity AI, can improve student comprehension and engagement. Most participants learned how to utilize these technologies efficiently through structured learning sessions, while many students initially knew very little about AI. Although there were some difficulties, such as different student attendance and comprehension levels, the implementation was effective overall in creating a more engaging and technologically advanced learning environment.
(Farlina et al., 2024)	SMP Negeri 3 Baranti, Indonesia	In comparison to conventional approaches, it seeks to assess Canva's contribution to raising student motivation, engagement, and English proficiency.	The study involved students at SMP Negeri 3 Baranti	Canva significantly improved students' motivation, engagement, and English proficiency. Statistical analysis confirmed its effectiveness and highlighted its potential to address challenges like teacher adaptation and ethical concerns while fostering more interactive and inclusive learning experiences.
(Sander, 2024)	Universitas Muria Kudus, Indonesia	To assess how well AI chatbots can enhance English language proficiency.	According to the literature evaluation, junior high school students are the participants in the examined studies.	Although AI chatbots improve conversational abilities, grammar, and vocabulary, they also present issues with infrastructure, teacher preparation, and data privacy. proposes using chatbots into instruction and investigating their long-term effects
(Arianto et al., 2024)	Universitas Muhammadiyah Sumatra Utara, Indonesia	Investigate how AI chatbots can enhance English instruction and learning.	Thirty kids and teachers took part.	By providing individualized feedback, interactive tasks, and boosting student motivation and engagement, AI chatbots improved learning.
(Daulay & Ginting, 2024)	Indonesia	The aim of the study is to assess the strategies and possibilities of using artificial intelligence (AI) applications in teaching English as	The study involved 30 English teachers from Indonesia	The article's discussion features an examination of how AI can improve language learning experiences, the difficulties teachers encounter when incorporating this technology, and their

		a Foreign Language (EFL), and to explore how tools such as ChatGPT can aid students in their language learning process		views on the effectiveness of AI in teaching English.
(Herdina & Aini, 2024)	State Islamic Institute of (IAIN) Kediri, East Java, Indonesia.	The aim of this study is to present and apply an AI design within classroom activities using a cloud computing system, with the goal of enhancing English teaching and learning at the college level, while also helping students improve their English language skills, especially in communication.	College students	The article discusses the significance of incorporating technology into education, especially in the teaching of the English language. The authors emphasize how iLearn can tackle the difficulties encountered in English learning and improve students' ability to learn independently. Furthermore, the article examines both the objective and subjective needs of students in the learning process, along with the role of AI in fostering a more engaging and efficient learning environment
(Waziana et al., 2024)	Indonesia	This study aimed to explore the types of AI chatbots that students commonly use to enhance their writing skills, with a particular focus on vocabulary and grammar, as well as to evaluate their perceptions of how these tools influence their writing proficiency. By addressing these objectives, the research seeks to bridge a gap in the existing literature regarding students' perspectives on the impact of AI chatbots on writing quality, especially in the context of English as a Foreign Language (EFL) in Indonesia.	this study involved 100 undergraduate EFL students from five universities in Indonesia	The study found that most participants (95%) had at least basic knowledge of AI chatbots, showing their widespread use among students. Students agreed that these tools, such as ChatGPT, Gemini, Perplexity, and others, improved their writing skills, especially vocabulary and grammar. AI chatbots were also seen as helpful for enhancing writing quality, providing personalized learning, and boosting overall proficiency. However, the authors cautioned against over-reliance on these tools, emphasizing the need to balance them with traditional teaching. They noted limitations, including a small sample size and varying levels of experience with AI chatbots. The study also showed how AI chatbots support language learning by helping with writing processes like planning, revising, and organizing ideas.

(Irianto et al., 2024) Indonesia

This study aims to investigate how learners perceive the use of ChatGPT as a tool for language learning to enhance their English language skills. The research adopts a qualitative approach through a case study design, with participants chosen based on their experiences utilizing ChatGPT for both academic tasks and non-academic purposes.

There are five college students of English Program Study at a higher education in Toraja

Participants found ChatGPT helpful for improving their English skills. It provided chances to practice speaking, improve listening through clear responses, and learn new vocabulary during conversations. ChatGPT also gave useful feedback for correcting mistakes. These benefits suggest that its use in education could enhance students' learning experiences.

DISCUSSION

Artificial Intelligence (AI) integration into education has become a major trend, especially in language learning. AI's rapid information processing and analysis capabilities enable the creation of individualized learning experiences, giving students access to content tailored to their individual requirements and learning style. According to Arifin et al., (2021) in (Ridayani, 2024) By providing the appropriate information at the appropriate time, AI can improve learning outcomes for both educators and learners. When it comes to efficiency, it can help with things like scheduling, keeping track of attendance, and developing customized learning plans that cater to each student's unique needs.

The findings of this research underscore the notable benefits that learners perceive when using ChatGPT as a resource for language acquisition, particularly in enhancing their English proficiency. Participants highlighted that ChatGPT facilitates speaking practice by enabling interactive conversations, which boosts their confidence in verbal communication (Irianto et al., 2024). One participant shared, "When conversing with ChatGPT, I had the opportunity to talk about various topics that interested me" (Interview, participant 1). Additionally, the model's contribution to improving listening comprehension was noted, with learners appreciating its clear and articulate responses that enhanced their grasp of natural speech patterns.

Students' language proficiency has improved with the usage of ChatGPT and related AI techniques. These resources are very useful for creating customized learning experiences that meet each student's distinct requirements. For example, ChatGPT can help students improve their speaking abilities, practice pronouncing words correctly, and increase their vocabulary (Nur Ardini et al., 2024). Because they may engage with AI in a nonjudgmental setting, students are more inclined to practice, which boosts their competence and confidence.

Furthermore, ChatGPT was recognized as a beneficial tool for vocabulary development, offering new words and phrases in context. Its capacity to provide immediate feedback and correct errors was also emphasized, allowing learners to promptly rectify mistakes and advance their language skills. In conclusion, the study suggests that the positive perceptions regarding ChatGPT's effectiveness may encourage educational institutions to incorporate such AI-driven tools into their curricula, thereby enriching the overall learning experience for students.

ChatGPT's continuous availability for practice is a major advantage for language learners. AI chatbots provide limitless opportunities for communication at any moment, in contrast to conventional courses or language exchange partners. Through frequent encounters in their target language, learners can maintain consistency in their practice and build confidence thanks to this accessibility.

Moreover, AI tools like ChatGPT are increasingly being incorporated into educational curricula to foster AI literacy among students. Understanding how to use these technologies effectively can enhance students' learning experiences and prepare them for the future. By integrating AI literacy into the curriculum, educators can help students develop critical skills that are essential in today's technology-driven world.

In summary, by providing individualized, captivating, and scalable learning experiences, AI and ChatGPT have the potential to revolutionize language instruction. Even though there are still obstacles to overcome, there are many advantages to using AI in language learning.

Teachers may use the benefits of AI to improve language learning for pupils globally by striking a balance between AI technologies and conventional teaching techniques and attending to ethical issues.

CONCLUSION

The paper emphasizes how chatbots and artificial intelligence (AI) are revolutionizing language instruction. These technologies successfully handle conventional issues like scarce resources and varying skill levels by offering individualized learning experiences catered to each student's needs. Real-time interactions and instant feedback are made possible by AI-driven tools, particularly chatbots, which are crucial for improving writing and speaking abilities. Because it is always available, students may practice regularly, which increases their competence and confidence.

The study also highlights how important it is to incorporate AI literacy into educational programs. Students must develop the abilities necessary to successfully use AI technologies as technology advances if they are to succeed academically and professionally. The advantages these technologies offer in terms of more engagement and better learning outcomes outweigh the difficulties in putting them into practice.

In summary, chatbots and artificial intelligence (AI) especially ChatGPT offer creative solutions that improve educational experiences, marking a substantial progress in language acquisition. These technologies have the potential to transform language training and equip students for a technologically advanced future by creating individualized, captivating, and scalable learning environments. Maximizing the potential advantages of AI while addressing ethical issues will require striking a balance when integrating it with conventional teaching techniques.

REFERENCE

- Arianto, A., Muhammadiyah, U., & Utara, S. (2024). Exploring The Role of AI Chatbot in English Language Teaching and Learning. *Journal of English Language and Education*, 9(5), 34–43. <https://doi.org/https://doi.org/10.31004/jele.v9i5.513>
- Check, J., & Schutt, R. K. (2012). *Research Methods in Education*. Sage Publication.
- Creswell, J. W. (2014). *Research Design* (4th Editio). Sage Publication.
- Daulay, S. F., & Ginting, P. (2024). Transforming English Language Teaching Through AI: Evaluation of the Strategies and Potential of Artificial Intelligence Applications in EFL. *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, 12(1), 376–395. <https://doi.org/10.24256/ideas>.
- Faiz, A., & Kurniawaty, I. (2023). Tantangan Penggunaan ChatGPT dalam Pendidikan Ditinjau dari Sudut Pandang Moral. *Edukatif: Jurnal Ilmu Pendidikan*, 5(1), 456–463. <https://doi.org/10.31004/edukatif.v5i1.4779>
- Farlina, N., Manda, I., Asrifan, A., Aisa, S., & ... (2024). The Role of Artificial Intelligence in Transforming English Language Learning for Students at Junior High School. *DEIKTIS: Jurnal ...*, 4(3), 353–360. <https://www.dmi-journals.org/deiktis/article/view/876%0Ahttps://www.dmi-journals.org/deiktis/article/download/876/653>
- Fitria, T. N. (2021). The Use Technology Based on Artificial Intelligence in English. *The Journal of English Language Teaching in Foreign Language Context*, 6, 213–223. <https://doi.org/10.24235/eltecho.v>
- Fitrianto, I., Setyawan, C. E., & Saleh, M. (2024). Utilizing Artificial Intelligence for Personalized Arabic Language Learning Plans. *International Journal of Post Axial: Futuristic Teaching and Learning*, 2(1), 132–142.

- Harisha, N., Suminih, S., & Oktaviana, F. (2024). The Power of Chatbots in English Language Learning: a New Age of Learning. *Lingua*, 20(1), 19–31. <https://doi.org/10.34005/lingua.v20i1.3492>
- Herdina, G. G. H., & Aini, N. (2024). iLearn: Electronic-English Teaching Platform Based on Artificial Intelligence (AI) For the College Students. *Proceeding International Conference on ...*, 477–483. <http://sunankalijaga.org/prosiding/index.php/icrse/article/view/1261%0Ahttp://sunankalijaga.org/prosiding/index.php/icrse/article/download/1261/1048>
- Hutauruk, B. S., Purba, R., & Sihombing, S. (2017). The Effectiveness of Artificial Intelligence by Chatbot in enhancing the students' vocabulary. *Journal of English Teaching and Applied Linguistics*, 6.
- Irianto, T. U., Sari, A., & Laili, I. (2024). Exploring Learners' Perceptions with ChatGPT as an English Language Learning Tool. *Scope: Journal of English Language Teaching*, 8(2), 616. <https://doi.org/10.30998/scope.v8i2.22283>
- Losi, R. V., Putra, E., Ali, N., & Dewi, A. S. (2024). Investigating Artificial Intelligence (AI) as a Vocabulary Learning Tool: Students' Perception to Use ChatGPT. ... , *Science and Education*, 561–566. <http://sunankalijaga.org/prosiding/index.php/icrse/article/view/1208%0Ahttps://sunankalijaga.org/prosiding/index.php/icrse/article/download/1208/1059>
- Mandasari, M., Fussalam, Y. E., & Kurniawan, R. (2024). Students' Perceptions of the Use of Artificial Intelligence (AI) in English Language Learning at STIA LPPN Padang. *Register Journal*, 6(1). <https://doi.org/https://doi.org/10.52060/jled.v6i2.2335>
- Moh. Abraham Akbar Eisenring, Jamiluddin, Muh. Arasy Hairul, D. P. (2024). The Use of Chatbots in The English Language Teaching to promote Modern Language Learning: A LITERATURE REVIEW. *International Journal of Indonesian Education and Teaching*, 8(1), 127–139.
- Nur Ardini, S., Sunarya, S., & Latifah, K. (2024). Development of Mobile Application through the Concept of Artificial Intelligence to Enhance Pronunciation Skill in EFL. *KnE Social Sciences*, 2024, 56–66. <https://doi.org/10.18502/kss.v9i6.15254>
- Nurfidari, Ahyar, A., & Ita Fitriati. (2024). Implementation of Artificial Intelligence Technology as a Learning Means for Students at SMAN 2 Monta Bima. *Expert Net: Exploration Journal of Technological Education Trends*, 1(1), 14–23. <https://doi.org/10.59923/expertnet.v1i1.121>
- Pangestu, H. P., & Suwartono, T. (2024). *Exploring The Role of Artificial Intelligence (AI) Support in Assisting Students ' English -Speaking Skills*. 3(2), 134–147.
- Ridayani. (2024). *Artificial Intelencege technology as a tren in the utilization of english language learning*. 2(2), 185–192.
- Rohmah, S. N., & Haquq, R. (2024). The Role of Artificial Intelligence (Chat GPT) in the Development of Technology and Communication. *Jurnal Teknologi Informasi Dan Komunikasi*, 8(4), 2024. <https://doi.org/10.35870/jti>
- Sander, A. A. (2024). The Effectiveness of Artificial Intelligence Chatbots to Improve English Language Learning. *Simple: International Journal of English Education*, 2, 1–6. <https://doi.org/https://doi.org/10.24176/simple.v2i2.13263>
- Sharp, C. A. (2003). Qualitative Research and Evaluation Methods (3rd ed.). In *Evaluation Journal of Australasia* (Vol. 3, Issue 2, pp. 60–61). <https://doi.org/10.1177/1035719X0300300213>
- Waziana, W., Andewi, W., & Hastomo, T. (2024). *Students ' Perceptions of the Impact of AI Chatbots on Vocabulary and Grammar in EFL Writing*. 17(02), 352–382. <https://doi.org/10.18326/rgt.v17i2.352-382>