

REFERENCES

- Abdalla, R. A. M. (2024). Examining awareness, social influence, and perceived enjoyment in the TAM framework as determinants of ChatGPT. Personalization as a moderator. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(3). <https://doi.org/10.1016/j.joitmc.2024.100327>
- Al-Abdullatif, A. M., & Alsubaie, M. A. (2024). ChatGPT in learning: Assessing students' use intentions through the lens of perceived value and the influence of AI literacy. *Behavioral Sciences*, 14(9). <https://doi.org/10.3390/bs14090845>
- Al-Adwan, A. S., Li, N., Al-Adwan, A., Abbasi, G. A., Albelbisi, N. A., & Habibi, A. (2023). "Extending the Technology Acceptance Model (TAM) to predict university students' intentions to use metaverse-based learning platforms". *Education and Information Technologies*, 28(11), 15381–15413. <https://doi.org/10.1007/s10639-023-11816-3>
- Al-kfairy, M. (2024). Factors impacting the adoption and acceptance of ChatGPT in educational settings: A narrative review of empirical studies. *Applied System Innovation*, 7(6), 110. <https://doi.org/10.3390/asi7060110>
- Al-Marzouqi, A., Salloum, S. A., Al-Saidat, M., Aburayya, A., & Gupta, B. (2024). *Studies in big data 144 artificial intelligence in education: The power and dangers of ChatGPT in the classroom*. <https://doi.org/https://doi.org/10.1007/978-3-031-52280-2>
- Albadarin, Y., Saqr, M., Pope, N., & Tukiainen, M. (2024). A systematic literature review of empirical research on ChatGPT in education. *Discover Education*. <https://doi.org/10.1007/s44217-024-00138-2>
- Albdrani, R. N., & Al-shargabi, A. A. (2023). *Investigating the effectiveness of ChatGPT for providing personalized learning experience : A case study*. 14(11). <https://doi.org/10.14569/IJACSA.2023.01411122>
- Alharbi, J. M. (2024). MALL as a language learning tool for Saudi EFL university learners: An empirical etudy with reference to TAM. *Journal of Language Teaching and Research*, 15(1), 271–280. <https://doi.org/10.17507/jltr.1501.30>
- Almogren, A. S., Al-Rahmi, W. M., & Dahri, N. A. (2024). Exploring factors influencing the acceptance of ChatGPT in higher education: A smart education perspective. *Heliyon*, 10(11). <https://doi.org/10.1016/j.heliyon.2024.e31887>
- Amin, N. F., Garancang, S., & Abunawas, K. (2023). *Konsep umum populasi dan sampel dalam penelitian*. 14.

- An, F., Xi, L., Yu, J., & Zhang, M. (2022). Relationship between technology acceptance and self-directed learning: Mediation role of positive emotions and technological self-efficacy. *Sustainability (Switzerland)*, 14(16). <https://doi.org/10.3390/su141610390>
- An, Z., Wang, C., Li, S., Gan, Z., & Li, H. (2021). Technology-assisted self-regulated English language learning: Associations with English language self-efficacy, English enjoyment, and learning outcomes. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.558466>
- Ashfaraliana, N., Hadi, A., Mohamad, F., Md Johar, E., Abdul, Z., Akademi, K., & Bahasa, P. (2025). *Exploring the acceptance of ChatGPT as an assisting tool in academic writing among esl undergraduate utudents*. <https://doi.org/10.47772/IJRISS>
- Aydın Yıldız, T. (2023). The impact of ChatGPT on language learners' motivation. *Journal of Teacher Education and Lifelong Learning*.
- Azwar, T. A., & Jayanti, F. G. (2025). Examining Indonesian Efl Students' Acceptance of Chatgpt As a Supplementary English Grammar Learning Resource. *Wiralodra English Journal*, 9(1), 123–137. <https://doi.org/10.31943/wej.v9i1.402>
- Bancoro, J. C. (2024). Exploring the influence of perceived usefulness and perceived ease of use on technology engagement of business administration instructors. *International Journal of Asian Business and Management*, 3(2). <https://doi.org/10.55927/ijabm.v3i2.8714>
- Barham, K. A., & Clarke, R. (2022). “When we see strange words”: Student-centered experiences using dictionary apps within and beyond the English language classroom in Palestine. *SAGE Open*, 12(4), 1–11. <https://doi.org/10.1177/21582440221141697>
- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57. <https://doi.org/10.1016/j.asw.2023.100745>
- Botes, E., Dewaele, J., & Greiff, S. (2021). The Development and Validation of the Short Form of the Foreign Language Enjoyment Scale. *Modern Language Journal*, 105(4), 858–876. <https://doi.org/10.1111/modl.12741>
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*.
- Cano, J. R., & Nunez, N. A. (2024). Unlocking innovation: How enjoyment drives GenAI use in higher education. *Frontiers in Education*, 9. <https://doi.org/10.3389/educ.2024.1483853>
- Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Aldraiweesh, A., Alturki, U., Almutairy, S., Shutaleva, A., & Soomro, R. B. (2024). Extended TAM based

- acceptance of AI-Powered ChatGPT for supporting metacognitive self-regulated learning in education: A mixed-methods study. *Heliyon*, 10(8). <https://doi.org/10.1016/j.heliyon.2024.e29317>
- Dai, Y. (2024). The potential impact of ChatGPT technology on school education innovation: Principal's forward thinking. In *Transactions on Social Science, Education and Humanities Research* (Vol. 4). <https://doi.org/https://doi.org/10.62051/mpy69479>
- Darma, R. N., Syahid, A., Fatma, Ayu Putriana Lestari, Ahmad Basahil, & Rini Listiya Ningrum. (2023). The student's perception of using ChatGPT for EFL students. *Jurnal Ilmu Pendidikan Nasional (JIPNAS)*, 1(3), 143–146. <https://doi.org/10.59435/jipnas.v1i3.193>
- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science*, 35(8), 982–1003. <https://doi.org/10.1287/mnsc.35.8.982>
- Dewaele, J.-M., & Li, C. (2022). *Foreign language enjoyment and anxiety: Associations with general and domain-specific English achievement*.
- Dewaele, J.-M., & Macintyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237–274. <https://doi.org/10.14746/ssllt.2014.4.2.5>
- Dewaele, J.-M., & Macintyre, P. D. (2016). *9 foreign language enjoyment and foreign language classroom anxiety: The right and left feet of the language learner*. <https://doi.org/10.21832/9781783095360-010>
- Dewaele, J.-M., Macintyre, P., Kamal Ahmed, I., & Albakistani, A. (2023). Emotional, attitudinal, and sociobiographical sources of flow in online and in-person EFL classrooms. *Applied Linguistics*. <https://doi.org/10.1093/applin/amad071>
- Dewaele, J. M., & Dewaele, L. (2020). Are foreign language learners' enjoyment and anxiety specific to the teacher? An investigation into the dynamics of learners' classroom emotions. *Studies in Second Language Learning and Teaching*, 10(1), 45–65. <https://doi.org/10.14746/ssllt.2020.10.1.3>
- Dewaele, J. M., Saito, K., & Halimi, F. (2023). How foreign language enjoyment acts as a buoy for sagging motivation: A longitudinal investigation. *Applied Linguistics*, 44(1), 22–45. <https://doi.org/10.1093/applin/amac033>
- Dhedhe, F., & Nahak, Y. (2024). Artificial intelligence dan (persoalan tentang) pekerjaan: Sebuah tinjauan filosofis dari perspektif vita activa Hannah Arendt. *PROCEEDINGS OF THE NATIONAL CONFERENCE ON*

- Dinçer, S., & Çengel-Schoville, M. (2022). Curriculum content proposal for integration of technology in education. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi*, 12(2), 399–412. <https://doi.org/10.31704/ijocis.2022.016>
- Du, J., & Alm, A. (2024). The impact of ChatGPT on English for Academic Purposes (EAP) students' language learning experience: A self-determination theory perspective. *Education Sciences*, 14(7). <https://doi.org/10.3390/educsci14070726>
- Enzelina, Y. N., Santosa, M. H., & Paramartha, A. A. G. Y. (2023). Exploring English language education major university lecturers' and students' perceptions of AI-based applications in post-pandemic learning. *SALEE: Study of Applied Linguistics and English Education*, 4(2), 487–502. <https://doi.org/10.35961/salee.v4i2.843>
- Fan, C., & Wang, J. (2023). Undergraduates' behavioral intention to use indigenous Chinese Web 2.0 tools in informal English learning: Combining language learning motivation with technology acceptance model. *Humanities and Social Sciences Communications*, 10(1). <https://doi.org/10.1057/s41599-023-01815-7>
- Fang, F., & Tang, X. (2021). The relationship between Chinese English major students' learning anxiety and enjoyment in an English language classroom: A positive psychology perspective. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.705244>
- Faraasyatul, G., Budi Wiyono, B., & Mujaidah, A. (2024). *Fahima: Jurnal pendidikan dan kajian keislaman artificial intelligence in education world : Opportunities, challenges, and future research recommendations*. <https://doi.org/https://doi.org/10.54622/fahima.v3i2.350>
- Farahani, M. S., & Ghasmi, G. (2024). Artificial intelligence in education: A comprehensive study. *Forum for Education Studies*, 2(3), 1379. <https://doi.org/10.59400/fes.v2i3.1379>
- Firat, M. (2023). What ChatGPT means for universities: Perceptions of scholars and students. *Journal of Applied Learning and Teaching*, 6(1), 57–63. <https://doi.org/10.37074/jalt.2023.6.1.22>
- Fuchs, K. (2023). Exploring the opportunities and challenges of NLP models in higher education: Is ChatGPT a blessing or a curse? *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1166682>

- García-Alonso, E. M., León-Mejía, A. C., Sánchez-Cabrero, R., & Guzmán-Ordaz, R. (2024). Training and Technology Acceptance of ChatGPT in University Students of Social Sciences: A Netcoincidental Analysis. *Behavioral Sciences*, 14(7). <https://doi.org/10.3390/bs14070612>
- Giantari, K., Kurniawan, E., Suherdi, D., Education, L., & Indonesia, U. P. (2023). *Factors affecting students' reluctance to speak English in classroom interactions*. 9(2), 285–300.
- Górriz, J. M., Ramírez, J., Ortiz, A., Martínez-Murcia, F. J., Segovia, F., Suckling, J., Leming, M., Zhang, Y. D., Álvarez-Sánchez, J. R., Bologna, G., Bonomini, P., Casado, F. E., Charte, D., Charte, F., Contreras, R., Cuesta-Infante, A., Duro, R. J., Fernández-Caballero, A., Fernández-Jover, E., ... Ferrández, J. M. (2020). Artificial intelligence within the interplay between natural and artificial computation: Advances in data science, trends and applications. *Neurocomputing*, 410, 237–270. <https://doi.org/10.1016/j.neucom.2020.05.078>
- Govindarajan, R., & Christuraj, G. (2023). Opportunities and challenges of using ChatGPT in the elt scenario of UTAS, Nizwa, Oman. In *Journal of Teaching English for Specific and Academic Purposes* (Vol. 11, Issue 3, pp. 593–605). University of Nis. <https://doi.org/10.22190/JTESAP230529046G>
- Granić, A. (2022). Educational Technology Adoption: A systematic review. *Education and Information Technologies*, 27(7), 9725–9744. <https://doi.org/10.1007/s10639-022-10951-7>
- Guo, Y., & Lee, D. (2023). Leveraging ChatGPT for enhancing critical thinking skills. *Journal of Chemical Education*, 100(12), 4876–4883. <https://doi.org/10.1021/acs.jchemed.3c00505>
- Harb, Y., & Alhayajneh, S. (2019). Intention to use BI tools: Integrating technology acceptance model (TAM) and personality trait model. *2019 IEEE Jordan International Joint Conference on Electrical Engineering and Information Technology, JEEIT 2019 - Proceedings*, 494–497. <https://doi.org/10.1109/JEEIT.2019.8717407>
- Hasni, M. J. S., Farah, M. F., & Adeel, I. (2022). The technology acceptance model revisited: Empirical evidence from the tourism industry in Pakistan. *Journal of Tourism Futures*. <https://doi.org/10.1108/JTF-09-2021-0220>
- Heung, Y. M. E., & Chiu, T. K. . (2025). Computers and education : Artificial intelligence how ChatGPT impacts student engagement from a systematic review and meta-analysis study. *Computers and Education: Artificial Intelligence*, 8(October 2024), 100361. <https://doi.org/10.1016/j.caeai.2025.100361>

- Ho, A., & Nguyen, H. (2024). Generative artificial intelligence and ChatGPT in language learning: EFL students' perceptions of technology acceptance. In *Journal of University Teaching and Learning Practice* (Issue 6).
- Humida, T., Al Mamun, M. H., & Keikhosrokiani, P. (2022). Predicting behavioral intention to use e-learning system: A case-study in Begum Rokeya University, Rangpur, Bangladesh. *Education and Information Technologies*, 27(2), 2241–2265. <https://doi.org/10.1007/s10639-021-10707-9>
- Igbokwe, I. C. (2023). Application of artificial intelligence (AI) in educational management. *International Journal of Scientific and Research Publications*, 13(3). <https://doi.org/10.29322/ijsrp.13.03.2023.p13536>
- Indrayani, L., Putu Astiti Pratiwi, N., & Ketut Resika Arthana, I. (2025). ELSA Speak as a Speaking Partner: A Mixed-Methods Study in an Indonesian Higher Education Context. *Journal of Education and Teaching (JET)*, 6(2), 518–533. <https://doi.org/10.51454/jet.v6i2.649>
- 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>
- Iswari, M. N., Santosa, M. H., & Indrayani, L. (2024). Transforming efl instruction: A systematic review of chatbot integration in English language learning. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 12(3), 302–309. <https://doi.org/10.23887/jpbi.v12i3.92081>
- Jayaputri, H. E. (2024). ChatGPT in action: unraveling its impact on student motivation in English language learning. *Scope : Journal of English Language Teaching*, 8(2), 448. <https://doi.org/10.30998/scope.v8i2.22375>
- Kampookaew, P. (2020). Factors influencing Thai EFL teachers' acceptance of technology: A qualitative approach. In *THAITESOL JOURNAL* (Vol. 33, Issue 2). <https://eric.ed.gov/?id=EJ1288384>
- Kartal, G. (2023). Contemporary language teaching and learning with ChatGPT. In *Contemporary Research in Language and Linguistics*. <https://orcid.org/0000-0003-4656-2108>
- Khoa, B. T., & Tran, V. A. (2024). AI-assisted learning applications in English courses in Vietnam. *Journal of Applied Learning & Teaching*, 7(2). <https://doi.org/10.37074/jalt.2024.7.2.34>
- Kim, Y., & Baylor, A. L. (2006). A social-cognitive framework for pedagogical agents as learning companions. *Educational Technology Research and Development*, 54(6), 569–596. <https://doi.org/10.1007/s11423-006-0637-3>

- Kirana, N. P. Y., & Santosa, M. H. (2024). The use of ChatGPT in Academic Writing skills for EFL learners: A systematic literature review. *EDUCAFL: Journal of Education of English as Foreign Language*, 7(2), 157–179. <https://doi.org/10.21776/ub.educafl.2024.007.02.04>
- Klayklung, P., Chocksathaporn, P., Limna, L., Kraiwanit, T., & Jangjarat, K. (2023). Revolutionizing education with ChatGPT: Enhancing learning through conversational AI. *Universal Journal of Educational Research*, 2(3), 217–225. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4574954
- Kristiawan, D., Bashar, K., & Pradana, D. A. (2024). Artificial intelligence in english language learning: A systematic review of AI tools, applications, and pedagogical outcomes. *The Art of Teaching English as a Foreign Language (TATEFL)*, 5(2), 207–218. <https://doi.org/10.36663/tatefl.v5i2.912>
- Kumar, O. (2023). Investigating the impact of artificial intelligence AI and technology in English language learning. *Advances in Social Behavior Research*, 3(1), 27–36. <https://doi.org/10.54254/2753-7102/3/2023026>
- Lee, A. T., Ramasamy, R. K., & Subbarao, A. (2025). Understanding Psychosocial Barriers to Healthcare technology adoption: A review of TAM Technology Acceptance Model and Unified Theory of Acceptance and Use of Technology and UTAUT frameworks. In *Healthcare (Switzerland)* (Vol. 13, Issue 3). Multidisciplinary Digital Publishing Institute (MDPI). <https://doi.org/10.3390/healthcare13030250>
- Lee, G. (2024). AI-based writing feedback in ESP: Leveraging ChatGPT for writing business cover letters among Korean university students. *Proceedings of the International CALL Research Conference, 2024*, 131–136. <https://doi.org/10.29140/9780648184485-20>
- Lestari, S. (2024). The implementation of ChatGPT-based learning for higher education in Indonesia: Systematic literature review. *ELS Journal on Interdisciplinary Studies in Humanities*, 7, 2024. <https://doi.org/10.34050/elsjish.v7i2.35265>
- Li, X., Gao, Z., & Liao, H. (2024). An empirical investigation of college students' acceptance of translation technologies. *PLoS ONE*, 19(2 February), 1–21. <https://doi.org/10.1371/journal.pone.0297297>
- Li, Y. (2023). The potential application of ChatGPT in higher education management. *Lecture Notes in Education Psychology and Public Media*, 25(1), 200–208. <https://doi.org/10.54254/2753-7048/25/20230750>
- Lin, X., Luterbach, K., Gregory, K. H., & Sconyers, S. E. (2024). A case study investigating the utilization of ChatGPT in online discussions. *Online Learning Journal*, 28(2). <https://doi.org/10.24059/olj.v28i2.4407>

- Lion D.M. (2021). *Artificial intelligence: A beginner's guide 2021 - machine learning, big data, AI & business, predictive analysis, and future of AI*.
- Liu, M., & Hong, M. (2021). English language classroom anxiety and enjoyment in Chinese young learners. *SAGE Open*, 11(4). <https://doi.org/10.1177/21582440211047550>
- Liu, S. (2022). Toward the role of L2 enjoyment in EFL students' academic motivation and engagement. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.822588>
- Liu, Z. (2024). The study of users' satisfaction and acceptance on artificial intelligence (AI). In *Journal of Education, Humanities and Social Sciences IEMB* (Vol. 2023). <https://doi.org/10.54097/f4hgqw30>
- Lu, L., & Shen, P. (2023). The development history and future trend of computer-assisted teaching. In *Highlights in Science, Engineering and Technology TPCEE* (Vol. 2023).
- Maguire, M., & Delahunt, B. (2017). *Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars* (Issue 3). <http://ojs.aishe.org/index.php/aishe-j/article/view/335>
- Marikyan, D., & Papagiannidis, S. (2023). *Unified theory of acceptance and use of technology*.
- McCarthy, J., Minsky, M. L., Rochester, N., & Shannon, C. E. (2006). *A proposal for the Dartmouth summer research project on artificial intelligence*.
- Mdhlalose, D., & Mlambo, G. (2023). Integration of technology in education and its impact on learning and teaching. *Asian Journal of Education and Social Studies*, 47(2), 54–63. <https://doi.org/10.9734/ajess/2023/v47i21021>
- Menon, D., & Shilpa, K. (2023). “Chatting with ChatGPT”: Analyzing the factors influencing users' intention to Use the Open AI's ChatGPT using the UTAUT model. *Heliyon*, 9(11). <https://doi.org/10.1016/j.heliyon.2023.e20962>
- Mohamad, M. A., Radzi, S. M., & Hanafiah, M. H. (2021). Understanding tourist mobile hotel booking behaviour: Incorporating perceived enjoyment and perceived price value in the modified technology acceptance model. *Tourism and Management Studies*, 17(1), 19–30. <https://doi.org/10.18089/TMS.2021.170102>
- Muniandy, R., S.Kandasamy, S., Subramaniam, M., & Farashaiyan, A. (2022). An investigation of Malaysian secondary school teachers and students' perspectives towards computer technology in education during the Covid-19 pandemic. *Arab World English Journal*, 2, 453–465.

<https://doi.org/10.24093/awej/covid2.30>

Mutammimah, H., Rejeki, S., Kustini, S., & Amelia, R. (2024). Understanding teachers' perspective toward ChatGPT acceptance in English language teaching. *International Journal of Technology in Education*, 7(2), 290–307. <https://doi.org/10.46328/ijte.656>

Ni, A., & Cheung, A. (2023). Understanding secondary students' continuance intention to adopt AI-powered intelligent tutoring system for English learning. *Education and Information Technologies*, 28(3), 3191–3216. <https://doi.org/10.1007/s10639-022-11305-z>

Nugroho, A., Pancoro, H., Putro, S., & Syamsi, K. (2023). The Potentials of ChatGPT for language learning: Unpacking its benefits and limitations. *REGISTER JOURNAL*, 16(02), 224–247. <https://doi.org/10.18326/rgt.v16i2.224-247>

Octavia, A. C. B., & Nugraha, J. (2024). Influence of enjoyment and trust on the use of artificial intelligence-based voice assistant in vocational students using Technology Acceptance Model (TAM). *Journal of Office Administration : Education and Practice*, 4(1), 10–23. <https://doi.org/10.26740/joaep.v4n1.p10-23>

Oosterbaan, R. (1994). *Chapter 6 in : H. P. Ritzema (Ed .), Drainage principles and applications , ILRI publication. April.*

Pambayun, R. N. (2024). *Writing anxiety: An investigation toward EFL secondary students' in Indonesia.* 8(2), 2074–2081. <https://doi.org/10.36526/js.v3i2>.

Park, J. (2023). Medical students' patterns of using ChatGPT as a feedback tool and perceptions of ChatGPT in a Leadership and communication course in Korea: A cross-sectional study. *Journal of Educational Evaluation for Health Professions*, 20. <https://doi.org/10.3352/jeehp.2023.20.29>

Pelau, C., Ene, I., & Pop, M. I. (2021). The impact of artificial intelligence on consumers' identity and human skills. *Amfiteatru Economic*, 23(56), 33–33. <https://doi.org/10.24818/EA/2021/56/33>

Purnamawati, L. D., Santosa, M. H., & Dewi, K. S. (2025). The effect of using DeepL on the writing skills of 11th grade students in Hospitality Major at SMK Negeri 1 Singaraja. *Jurnal JEOPALLT*, 13(01), 126–145. <https://doi.org/10.35194/jj.v13i1.5047>

Putu Oka Agustini, N. (2023). *Examining the Role of ChatGPT as a learning tool in promoting students' English language learning autonomy relevant to kurikulum merdeka belajar.* 4, 921–934. <http://jurnaledukasia.org>

Rahayu Sukma Izzati Dasian, & Desriyeni Desriyeni. (2024). *Penerimaan*

Teknologi ChatGPT Di Kalangan Mahasiswa: Studi Deskriptif Model TAM Pada Mahasiswa Program Studi Teknik Informatika Universitas Negeri Padang. *Journal of Student Research*, 2(2), 178–201. <https://doi.org/10.55606/jsr.v2i2.2847>

Rahim, M. E. A., Rahim, E. M. A., Razawi, N. A., & Mohamed, N. (2023). Students' perception on the use of ChatGPT as a language learning tool. *Ideology Journal*, 8(2). <https://doi.org/10.24191/idealogy.v8i2.456>

Raja, M. S. R., & Alagumathi, M. A. (2024). *Utilizing AI-based technology for English teaching and learning*. www.ijert.org

Rajala, J., Hukkanen, J., Hartikainen, M., & Niemelä, P. (2023). "Call me Kiran" ChatGPT as a tutoring chatbot in a computer science course. *ACM International Conference Proceeding Series*, 83–94. <https://doi.org/10.1145/3616961.3616974>

Rasmiani, D. M. S., Santosa, M. H., & Mahendrayana, G. (2023). English teachers' roles on mobile-assisted language learning-based strategies during emergency remote teaching in 11th grade of SMK Negeri 1 Denpasar. *Journal of English Teaching*, 9(2), 239–251. <http://ejournal.unp.ac.id/index.php/jelt>

Rathika, P., Yamunadevi, S., Ponni, P., Parthipan, V., & Anju, P. (2024). Developing an ai-powered interactive virtual tutor for E-enhanced learning experiences. *International Journal of Computational and Experimental Science and Engineering*, 10(4), 1594–1600. <https://doi.org/10.22399/ijcesen.782>

Ray, P. P. (2023). ChatGPT: A comprehensive review on background, applications, key challenges, bias, ethics, limitations and future scope. In *Internet of Things and Cyber-Physical Systems* (Vol. 3, pp. 121–154). KeAi Communications Co. <https://doi.org/10.1016/j.iotcps.2023.04.003>

Rosmayanti, V., Noni, N., & Patak, A. A. (2022). Students' acceptance of technology use in learning English pharmacy. *International Journal of Language Education*, 6(3), 314–331. <https://doi.org/10.26858/ijole.v6i3.24144>

Rukiati, E., Arief Wicaksono, J., Taufan, G. T., Suharsono, D. D., & Jember, P. N. (2023). *AI on learning English: Application, benefit, and threat affiliation: Language, communication, and tourism department*.

Rutner, S. M., & Scott, R. A. (2022). Use of artificial intelligence to grade student discussion boards: An exploratory study. In *Information Systems Education Journal (ISEDJ)* (Vol. 20, Issue 4). <https://isedj.org/>; <https://iscap.info>

- Saidi, S. S., & Siew, N. M. (2019). Investigating the validity and reliability of survey attitude towards statistics instrument among rural secondary school students. *International Journal of Educational Methodology*, 5(4), 651–661. <https://doi.org/10.12973/ijem.5.4.651>
- Salem, I. bin. (2024). *Integrating artificial intelligence in personalized learning: A future-oriented approach to enhance student engagement and achievement*.
- Salmah, U., Nasution, H., Silaban, G., & Sudaryati, E. (2021). *Validity and reliability test of work climate questionnaire and quality of work life*. <https://doi.org/10.4108/eai.3-6-2021.2310679>
- Santosa, M. H., Surya Putra, I. B. Y. B., & Pratiwi, N. P. A. (2024). EFL Students' online learning readiness: performing out the basic functions of technology. *Pedagogy : Journal of English Language Teaching*, 12(1), 59. <https://doi.org/10.32332/joelt.v12i1.3590>
- Santosa, M. H., Yanti, G. A. M. T., & Adnyani, L. D. S. (n.d.). The integration of Google Translate as a machine translation aid in efl students' thesis composition. *LLT Journal: Journal on Language and Language Teaching*, 27(1), 214–229. <https://doi.org/10.24071/llt.v27i1.3734>
- Sethi, S. S., & Jain, K. (2024). AI technologies for social emotional learning: recent research and future directions. *Journal of Research in Innovative Teaching and Learning*, 17(2), 213–225. <https://doi.org/10.1108/JRIT-03-2024-0073>
- Setiawan, P. Y., & Kusumadewi, N. M. W. (2023). Exploring the role of perceived enjoyment integration in the unified theory of acceptance and use of technology: a Descriptive study. *Russian Journal of Agricultural and Socio-Economic Sciences*, 140(8), 78–88. <https://doi.org/10.18551/rjoas.2023-08.08>
- Shen, J. (2021). A Review of the effectiveness of foreign language enjoyment and foreign language classroom Anxiety on learners' engagement and attainment. In *Frontiers in Psychology* (Vol. 12). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2021.749284>
- Siriwardena, B. P., Abeywickrama, L. M., Sandika, A. L., & Vidanapathirana, N. P. (2024). Exposing the technological acceptance model in blended learning for undergraduate agricultural entrepreneurs. *Journal of the University of Ruhuna*, 12(2), 70–92. <https://doi.org/10.4038/jur.v12i2.8043>
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1260843>

- Strzelecki, A. (2024). Students' acceptance of ChatGPT in higher education: An extended unified theory of acceptance and use of technology. *Innovative Higher Education*, 49(2), 223–245. <https://doi.org/10.1007/s10755-023-09686-1>
- Suardika, I. P. G., Ratminings, N. M., Santosa, M. H., & Suarcaya, P. (2024). Exploring the application of Generative Artificial Intelligence (Gen-AI) at EFL primary classroom. *International Seminar on Language, Education, and Culture (ISoLEC)*, 2023, 91–97. <http://conference.um.ac.id/index.php/isolec/article/viewFile/9823/3664>
- Sugiarta, R. D., Arofiati, F., & Rosa, E. M. (2023). Validity and reliability of research instruments on the effect of motivation on nurse performance in moderation with nurse credentials. *JMMR (Jurnal Medicoeticolegal Dan Manajemen Rumah Sakit)*, 12(1), 46–55. <https://doi.org/10.18196/jmmr.v12i1.6>
- Supianto, Widyaningrum, R., Wulandari, F., Zainudin, M., Athiyallah, A., & Rizqa, M. (2024). Exploring the factors affecting ChatGPT acceptance among university students. *Multidisciplinary Science Journal*, 6(12). <https://doi.org/10.31893/multiscience.2024273>
- Thanapongporn, A., Saengchote, K., & Gowanit, C. (2025). Thai millennials' engagement with carbon footprint tracking: extended TAM approach. *Journal of Environmental and Earth Sciences*, 7(1), 140–156. <https://doi.org/10.30564/jees.v7i1.7255>
- Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, 10(1). <https://doi.org/10.1186/s40561-023-00237-x>
- Troutner, J. (1991). The historical evolution of educational software evolution of software. In *TO THE EDUCATIONAL RESOURCES INFORMATION CENTER*. ERIC.
- Tuan, N. T., Moore, P., Thanh, D. H. V., & Pham, H. Van. (2024). A generative artificial intelligence using multilingual large language models for ChatGPT applications. *Applied Sciences (Switzerland)*, 14(7). <https://doi.org/10.3390/app14073036>
- Utami, T. L. W. (2021). Technology adoption on online learning during Covid-19 pandemic: implementation of technology acceptance model (TAM). *Diponegoro International Journal of Business*, 4(1), 8–19. <https://doi.org/10.14710/dijb.4.1.2021.8-19>
- Van der Heijden, H. (2004). Van der Heijden/Hedonic information systems user

- acceptance of hedonic information systems. In *Source: MIS Quarterly* (Vol. 28, Issue 4).
- Van der Walt, F., Nkoyi, A., & Thithi, M. (2024). The influence of selected factors on perceived enjoyment of the online learning experience: lessons for post-COVID-19 classrooms. *Frontiers in Education*, 9(January). <https://doi.org/10.3389/feduc.2024.1274126>
- Venkatesh, V., & Bala, H. (2008). Technology Acceptance Model 3 and a Research Agenda on Interventions. In *The Author Journal compilation C* (Vol. 39). Decision Sciences Institute.
- Venkatesh, V., Smith, R. H., Morris, M. G., Davis, G. B., Davis, F. D., & Walton, S. M. (2003). *User acceptance of information technology: Toward a unified View*. <https://doi.org/doi:10.2307/30036540>
- Vygotsky, L. S. (1978). *Mind in society: the development of higher mental processes*.
- Wahab, A. (2024). Impact of artificial intelligence on Indian banking sector- A study of banks. *International Research Journal on Advanced Engineering and Management (IRJAEM)*, 2(05), 1261–1268. <https://doi.org/10.47392/irjaem.2024.0171>
- Wang, H., Xu, L., & Li, J. (2023). Connecting foreign language enjoyment and English proficiency levels: The mediating role of L2 motivation. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1054657>
- Wardat, S., & Akour, M. (2024). Adoption of smart watches as wearable technology in TESOL education among university students. *Smart Learning Environments*, 11(1). <https://doi.org/10.1186/s40561-024-00323-8>
- Widianingtyas, N., Mukti, T. W. P., & Silalahi, R. M. P. (2023). ChatGPT in language education: Perceptions of teachers - A beneficial tool or potential threat? *VELES (Voices of English Language Education Society)*, 7(2), 279–290. <https://doi.org/10.29408/veles.v7i2.20326>
- Wilington, N. (2020). *Artificial intelligence discover the role of artificial intelligence in practice and the benefits of AI for ubsiness,*. (Nicholas Wilington) (Z-Library) (1).
- Wu, C., Gong, X., Luo, L., Zhao, Q., Hu, S., Mou, Y., & Jing, B. (2021). Applying control-value theory and unified theory of acceptance and use of technology to explore pre-service teachers' academic emotions and learning satisfaction. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.738959>
- Xiao, J. (2023). Critiquing sustainable openness in technology-based education

- from the perspective of cost-effectiveness and accessibility. *Open Praxis*, 15(3), 244–254. <https://doi.org/10.55982/openpraxis.15.3.569>
- Xiao, Y., & Zhi, Y. (2023). An exploratory study of EFL learners' use of ChatGPT for language learning tasks: experience and perceptions. *Languages*, 8(3). <https://doi.org/10.3390/languages8030212>
- Xue, L., Rashid, A. M., & Ouyang, S. (2024). The Unified Theory of Acceptance and Use of Technology (UTAUT) in higher education: A systematic review. In *SAGE Open* (Vol. 14, Issue 1). SAGE Publications Inc. <https://doi.org/10.1177/21582440241229570>
- Yalçın İncik, E., & İncik, T. (2022). Generation z students' views on technology in education: what they want what they get. *Malaysian Online Journal of Educational Technology*, 10(2), 109–124. <https://doi.org/10.52380/mojet.2022.10.2.275>
- Yang, H. (2024). Towards Responsible Use: Student Perspectives on ChatGPT in Higher Education. *Proceedings of the European Conference on E-Learning, ECEL*, 23(1), 415–422. <https://doi.org/10.34190/ecel.23.1.2790>
- Yoni, A. (2024). Students' perception of using ChatGPT at English education departement of STAI Hubbulwathan Duri. *Jolly Journal of English Education*, 2(2), 122–131. <https://doi.org/10.63435/jjee.v2i2.105>
- Zhao, Y., & Yang, L. (2022). Examining the relationship between perceived teacher support and students' academic engagement in foreign language learning: Enjoyment and boredom as mediators. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.987554>
- Zogheib, S., & Zogheib, B. (2024). Understanding university students' adoption of ChatGPT: Insights from TAM, SDT, and beyond. *Journal of Information Technology Education: Research*, 23, 025. <https://doi.org/10.28945/5377>