REFERENCES

Algaraady, J., & Mahyoob, M. (2023). ChatGPT's Capabilities in Spotting and Analyzing Writing Errors Experienced by EFL Learners. *Arab World English Journal*, 9, 3–17. DOI: https://dx.doi.org/10.24093/awej/call9.1

Alias, H. (2023). Problem-Based Learning Model to Improve English Learning Achievement. *Indonesian Journal of Research and Educational Review*. DOI: https://doi.org/10.51574/ijrer.v2i4.1020

Bai, L., & Wei, Y. (2024). Exploring EFL Learners' Integration and Perceptions of ChatGPT's Text Revisions: A Three-Stage Writing Task Study. *IEEE Transactions on Learning Technologies*. DOI: https://doi.org/10.1109/TLT.2024.3491864

Baidoo-Anu, D., Owusu Ansah, L. (2023). Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning. *Journal of AI*. 7(1), 52-62. DOI: https://doi.org/10.61969/jai.1337500

Bitchener, J., & Ferris, D. R. (2012). Written Corrective Feedback in Second Language Acquisition and Writing. Routledge. DOI: https://doi.org/10.4324/9780203832400

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. DOI: https://doi.org/10.1191/1478088706qp063oa

Brinkmann, S. (2014). Interviewing and the production of the conversational self. Gubrium, J. F., Holstein, J. A., Marvasti, A. B., & McKinney, K. D. *The SAGE Handbook of Interview Research: The Complexity of the Craft* (2nd ed., pp. 623-639). SAGE Publications. DOI: https://doi.org/10.4135/9781452218403

Brown, H. D. (2004). Language assessment: Principles and classroom practices. Pearson Education. DOI: https://doi.org/10.1177/0265532207086784

Bruner, J. S. (1957). On perceptual readiness. Psychological Review, 64(2), 123-152. DOI: https://doi.org/10.1037/h0043805

Burns, A (2010) Doing Action Research in English Language Teaching: A Guide for Practitioners, New York: Routledge. DOI: https://doi.org/10.33524/cjar.v12i1.5

Cambridge English. (2020). Assessing Writing for Cambridge English Qualifications: A guide for teachers (A2 Key for Schools). Cambridge Assessment English. Retrieved from: https://www.cambridgeenglish.org/pl/ Images/603898-cer-6647-v1c-jul20_teacher-guide-for-writing-a2-key-for-schools.pdf

Cha, J., Han, J., Yoo, H., & Oh, A. (2024). CHOP: Integrating ChatGPT into EFL Oral Presentation Practice. DOI: https://doi.org/10.48550/arXiv.2407. 07393

Dergaa, I., Chamari, K., Zmijewski, P., & Ben Saad, H. (2023). From human writing to artificial intelligence generated text: examining the prospects and potential threats of ChatGPT in academic writing. *Biology of Sport*, 40(2), 615-622. DOI: https://doi.org/10.5114/biolsport.2023.125623

Dewi, K. S. (2016). Pengaruh Metode Pembelajaran Berbasis Proyek dan Self-Efficacy Terhadap Kompetensi Menulis Siswa. *Jurnal Bahasa, Seni, dan Pengajarannya*. DOI: https://doi.org/10.23887/prasi.v11i02.11137

Dewi, K. S., Myartawan, I., Swari, N., & Sugihartini, N. (2020). Quizizz Effect on Students' Grammar Mastery in Higher EFL Classroom Based Mobile Assisted Language Learning (MALL). *Language and Eduation Journal Undiksha*, 3(1), 15-24. DOI: https://doi.org/10.23887/leju.v3i1.24589

Dörnyei, Z. (2005). The psychology of the language learner: Individual differences in second language acquisition. Lawrence Erlbaum Associates. DOI: https://doi.org/10.4324/9781410613349

Dörnyei, Z. (2010). Questionnaires in second language research: Construction, administration, and processing. Routledge. DOI: https://doi.org/10.4324/97 81003331926

Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1), 3-18. DOI: https://doi.org/10.5070/l2.v1i1.9054

Fathimatuzahro, M., & Rizkiyah, F. (2025). AI-driven feedback in EFL students' writing: Does it enhance their skills?. Celtic : A Journal of Culture, English Language Teaching, Literature and Linguistics, 12(1), 637–657. DOI: https://doi.org/10.22219/celtic.v12i1.40594

Ferris, D. R. (2004). The "grammar correction" debate in L2 writing: Where are we, and where do we go from here? *Journal of Second Language Writing*, 13(1), 49-62. DOI: https://doi.org/10.1016/j.jslw.2004.04.005

Gibson, J. J. (1950). The perception of the visual world. Houghton Mifflin. DOI: https://doi.org/10.2307/2181436

Holcomb, Z. (2016). Fundamentals of descriptive statistics. Routledge. Retrieved from: https://api.taylorfrancis.com/content/books/mono/download?identif ierName=doi&identifierValue=10.4324/9781315266510&type=googlepdf

Hyland, K. (2003). Second language writing. Cambridge University Press. DOI: https://doi.org/10.1017/9781108693974

Imran, M., & Almusharraf, N. (2023). Analyzing the role of ChatGPT as a writing assistant at higher education level: A systematic review of the literature. *Contemporary Educational Technology*, 15(4), ep464. DOI: https://doi.org/10.30935/cedtech/13605

Indrayani, L., Lokita, I., Utami, P., Ketut, I., & Ana, T. A. (2025). Utilizing Generative AI to Enhance EFL Learners' Learning Motivation: A Case Study. 7. DOI: https://doi.org/10.36655/jetal.v7i1.1835

Kemendikbud. (2024). Kurikulum Merdeka: Sistem Informasi Kurikulum Nasional. *Ministry of Education and Culture*, Indonesia. https://kurikulum.kemdikbud.go.id/file/1711503412_manage_file.pdf

Khuibut, W., Premthaisong, S., & Chaipidech, P. (2023). Integrating ChatGPT into Synectics Model to Improve High School Student's Creative Writing Skill. *In the International Conference on Computers in Education*. Retrieved from: https://library.apsce.net/index.php/ICCE/issue/view/1

Kormos, J. (2012). The Role of Individual Differences in L2 Writing. In R. M. Manchón (Ed.), *L2 Writing Development: Multiple Perspectives* (pp. 42–65). De Gruyter Mouton. DOI: https://doi.org/10.1016/j.jslw.2012.09.003

Kusuma, I. P. I., Budiarta, L. G. R., & Maharani, A. A. P. (2025). Bridging Knowledge and Academic Integrity: AI Integration For TPACK Development in EFL Teacher Education Program. LLT Journal: A Journal on Language and Language Teaching, 28(2), 667–686. DOI: https://doi.org/10.24071/llt.v28i2.12809

Kusuma, I. P. I., Roni, M., Dewi, K. S., & Mahendrayana, G. (2024). Revealing the Potential of ChatGPT for English Language Teaching: EFL Preservice Teachers' Teaching Practicum Experience. *Studies in English Language and Education*, 11(2), 650-670. DOI: https://doi.org/10.24815/siele.v11i2.34748

Mahendrayana, G., & Dewi, K. S. (2021). The Analysis of Students' E-Learning Readiness on English Learning Process. PRASI, 16(02), 105-113. http://dx.doi.org/10.23887/prasi.v16i02.40454

Masoudi, H. (2024). Effectiveness of ChatGPT in improving English writing proficiency among Non-native English speakers. *International Journal of Educational Sciences and Arts*, 3(4), 62-84. DOI: https://doi.org/10.59992/IJESA.2023.v3n4p2

Nation, I. S. P. (2009). Teaching ESL/EFL Reading and Writing. Routledge. DOI: https://doi.org/10.1016/j.system.2009.11.002

Nazeer, I., Yasmin, S., & Khan, N. M. (2024). English language acquisition through ChatGPT: A study on personalized conversational practice and feedback. DOI: https://doi.org/10.2139/ssrn.5079704

Naznin, K., Al Mahmud, A., Nguyen, M. T., & Chua, C. (2025). ChatGPT Integration in Higher Education for Personalized Learning, Academic Writing, and Coding Tasks: A Systematic Review. *Computers*, 14(2), 53. DOI: https://doi.org/10.3390/computers14020053

Nguyen, H. N., & Nguyen, T. L. (2025). An Investigation of Using ChatGPT to Personalize Student's Learning Process in EFL Writing Classes. *AsiaCALL Online Journal*, 16(1), 204-225. DOI: https://doi.org/10.54855/acoj.251 6110

Piaget, J. (1950). The Psychology of Intelligence. Routledge. Retrieved from: https://api.taylorfrancis.com/content/books/mono/download?identifierNam e=doi&identifierValue=10.4324/9780203981528&type=googlepdf

Rahman, M. A. (2024). Exploring the Integration of Artificial Intelligence in English as a Foreign Language Education in Indonesia. *Pedagogy: Journal of English Language Teaching*, 12(2), 196-212. DOI: https://doi.org/10. 32332/joelt.v12i2.9549

Santosa, M. H., & Yasa, I. G. B. K. (2025). Investigation of Factors Influencing EFL Students' Satisfaction in Online Learning: A Literature Review. Jurnal Pendidikan Bahasa Inggris Undiksha, 13(1), 104–115. DOI: https://doi.org/ 10.23887/jpbi.v13i1.92953

Shtayeh, I. T. A. (2023). The Effectiveness of Remedial Classes in Improving Five Graders' Low Performance English Writing Skills in Nablus Private Schools. Retrieved from: https://repository.najah.edu/items/4ada5e01-005 0-4552-b9e5-6ea43d038548

Steiss, J., Tate, T., Graham, S., Cruz, J., Hebert, M., Wang, J., & Olson, C. B. (2024). Comparing the quality of human and ChatGPT feedback of students' writing. *Learning and Instruction*, 91, 101894. DOI: https://doi.org/10.1016/j.learninstruc.2024.101894

Teng, M. F. (2024). "ChatGPT is the companion, not enemies": EFL learners' perceptions and experiences in using ChatGPT for feedback in writing. *Computers and Education: Artificial Intelligence*, 7, 100270. DOI: https://doi.org/10.1016/j.caeai.2024.100270

Tseng, Y. C., & Lin, Y. H. (2024). Enhancing English as a Foreign Language (EFL) Learners' Writing with ChatGPT: A University-Level Course Design. *Electronic Journal of e-Learning*, 22(2), 78-97. DOI: https://doi.org /10.34190/ejel.21.5.3329

Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press. DOI: https://doi.org/10.2307/j.ctvjf9vz4

Weigle, S. C. (2002). Assessing Writing. Cambridge University Press. DOI: https://doi.org/10.1017/CBO9780511732997

Wu, Y. (2024). Study on the Impact of Utilizing ChatGPT and Other AI Tools for Feedback in EAP Writing Classrooms on the Discursive Writing Performance of English Major Students. Transactions on Social Science, Education and Humanities Research, 4, 143-150. DOI: https://doi.org/10.62051/4se95x52

Yunitasari, D., Suastra, I., & Lasmawan, I. (2023). Implementation challenges of merdekacurriculum in primary schools. Prisma Sains: Jurnal Pengkajian Ilmu dan Pembelajaran Matematika dan IPAIKIP Mataram, 11(4), 952-959. DOI: https://doi.org/10.33394/j-ps.v11i4.8079

Zebua, J. A. Z., & Katemba, C. V. (2024). Students' Perceptions of Using the OpenAI ChatGPT Application in Improving Writing Skills. Journal of Language and Literature Studies, 4(1), 110–123. DOI: https://doi.org/10.36312/jolls.v4i1.1805