

REFERENCES

- Anggeraja, M. F. A., Samtidar, & Aeni, N. (2025). The Use of ChatGPT in Enhancing Students Writing Ability. *Journal of Excellence in English Language Education*, 3(1).
- Ali, J. K., Hezam, M. A., & Muhammad, A. A. (2023). Impact of ChatGPT on learning motivation: Teachers and students' voices. *Journal of English Studies in Arabia Felix*. doi:<https://doi.org/10.56540/jesaf.v2i1.51>
- Alonso, & Lewis. (2001). *Public Service Motivation and Job Performance: Evidence From The Federal Sector*. New York: American Review Of Public Administration.
- Ananta, N., & Fakhurriana, R. (2024). The Use of ChatGPT to Practice Writing Skills from the Perception of 4th Semester English Language Education Students; Through Mobile-Assisted Language Learning (MALL). *academia.edu*.
- Arumsari, Pravitasari, S. G., Octaviani, S. K., & Satrionugroho, B. (2025). University Students' Perceptions toward ChatGPT as English Learning Tool. *Journal of English Language and Education*.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (Fifth Edit). New York: Pearson Longman
- Chaparro, N. C., & Rodriguez, C. D. (2024). PERCEPTION OF MODERN LANGUAGES' STUDENTS OF LA GRAN COLOMBIA UNIVERSITY ABOUT THE USE OF AI (CHATGPT) IN THE LEARNING PROCESS OF ENGLISH READING COMPREHENSION. *Thesis*.
- Chaudhry, I. S., Sarwary, S. A., Refae, G. A., & Chabchoub, H. (2023). Time to revisit existing student performance evaluation approach in the higher education sector in a New Era of ChatGPT – A case study. *Cogent Education*. doi:<https://doi.org/10.1080/2331186x.2023.2210461>
- Creswell. (2014). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Second Edition*. Thousand Oaks: Sage Publications.

- Cuc, L. D. K. & Huyen, B. D. B. (2025). The Utilization of Chat-GPT 3.5 for Vocabulary Learning: A Study on Students' Perceptions. *AsiaCALL: Asia Assosiation of Computer Assisted Langaue Learning*, 16(1), 226-252. doi:<https://doi.org/10.54855/acoj.251611>
- Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly*. doi:<https://doi.org/10.2307/249008>
- Dian, T. Y., Hamied, D., & Sumakul. (2022). Students' Perceptions of the Use of AI in a Writing Class. doi:<https://doi.org/10.2991/assehr.k.220201.009>
- Dewi, A. K., Ratminingsih, N. M., & Santosa, M. H. (2020). Mobile-Assisted Task-Based Language Learning, Writing Competency, And Motivation. *JPI (Jurnal Pendidikan Indonesia)*, 9(1), 119-130. doi:<https://doi.org/10.23887/jpi-undiksha.v9i1.23164>
- Fajlik, R. S. (2023). ChatGPT as a Grammar Checker for Japanese English Language Learners: A Comparison with Grammarly and ProWritingAid. *AsiaCALL: Asia Assosiation of Computer Assisted Langaue Learning*, 14(1), 105-119. doi:<https://doi.org/10.54855/acoj.231417>
- Fitriani, D. & Rachman D. (2025). Student Perception and Experience of AI-Based Application: A Study on the Use of ChatGPT in English Writing Learning. *JIMPS: Scientific Journal of History Education and Social Studies*. doi:<https://doi.org/10.24815/jimps.v10i2.34173>
- Harun, Pelenkahu, & Olli. (2022). STUDENTS' PERCEPTION OF SOCIAL MEDIA TO LEARN ENGLISH. *JoTELL Journal of Teaching English, Linguistics, and Literature*. doi:<https://doi.org/10.36582/jotell.v1i6>
- Hayadi, A., Sofyan, D., & Syafryadin. (2025). EFL STUDENTS' PERCEPTIONS TOWARD CHATGPT AS A WRITING INSTRUMENT. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 13(1).
- Kirana, N., P., Y., & Santosa, M., H. (2025). The Use of ChatGPT in Academic Writing Skills for EFL Learners: A systematic Literature Review. *EDUCAFL: Journal on Education of English as Foreign Language*, 7(2). doi:<https://doi.org/10.21776/ub.educafl.2024.007.02.04>
- Nasution. (2019). YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text. *Utamax: Journal of Ultimate Research and Trends in Education*. doi:<https://doi.org/10.31849/utamax.v1i1.2788>

- Robbins. (2003). *Organizational Behavior Prentice-Hall International Editions*. New York: Prentice Hall.
- Rofiqoh, Basthomi, Y., Widiati, U., Puspitasari, Y., Marhaban, S., & Sulisty, T. (2022). Aspects of Writing Knowledge and EFL Students' Writing Quality. *Studies in English Language and Education*, 9(1), 14-29. doi:<https://doi.org/10.24815/siele.v9i1.20433>
- Schacter, D. (2011). *Psychology (2nd Edition)*. New York: Worth Publishers.
- Sharma. (2019). Saudi Students ' Perspective on Social Media Usage to Promote EFL. *International Journal of Linguistics , Literature and Translation (IJLLT)*. doi:<https://doi.org/10.32996/ijllt.2019.2.1.17>
- Slameto. (2003). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta
- Sumakul, D. T., Hamied, F. A., & Sukyadi. (2022). Students' Perceptions of the Use of AI in a Writing Class. In 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021). *Atlantis Press*.
- Thi, N. L. (2023). Students' Perceptions of the AI Technology Application in English Writing Classes. *Proceedings of the AsiaCALL International Conference*, (pp. 45-62).
- Utami, S. P., Andayani, W., & Sumarwati. (2023). Utilization of Artificial Intelligence technology in an academic writing class: How do Indonesian students perceive? *Contemporary Educational Technology*. doi:<https://doi.org/10.30935/cedtech/13419>