

Integrating Electronic Publishing within an AI environment into an EFL Creative Writing Class at Indonesian Higher Education

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Abstract: This study aims to explore the integration of electronic publishing within an AI environment to produce electronic publications such as e-newsletters or e-magazines. It also aims to provide lecturers with a systematic framework for self-reflection, offering valuable insights for improving technology-mediated writing instruction in an EFL Creative Writing Class at Indonesian higher education institutions. The research utilized a mixed method research approach involving 31 students participating in the EFL creative writing class. Pre-tests and post-tests were administered. The results of the statistical analysis using the Wilcoxon Signed Rank test showed that the Z statistic was -4.865 and the asymptotic significance (2-tailed) was 0.000, which is much smaller than the threshold of significance level (0.05). Based on this statistical analysis, the research concluded that the effect of integrating electronic publishing within an AI environment into an EFL creative writing class on students' writing proficiency is proven to be significant. Likewise, students were capable of creating e-newsletters or e-magazines. Regarding students' perception, most students (over 90%) gave a positive response to the integration of electronic publishing within an AI environment into their creative writing class. Therefore, it implies that it is especially important for higher education institutions in Indonesia to follow up on this research finding in their policies.

Keywords: Electronic Publishing, Creative Writing, AI Environment, English Writing

Introduction

It is believed that learning writing skills is a process that is influenced by various factors such as effective learning strategies and awareness of cultural and language differences. Cultural and linguistic differences can also play a role in writing proficiency. For example, many learners struggle with issues related to coherence and cohesion in their writing, which can be attributed to differences in cultural norms regarding organization and coherence [1]. Moreover, in a country where oral tradition is more dominant than written culture, such as in Indonesia, writing can even be a daunting task [2]. On the other hand, lecturers also find it quite demanding to teach writing skills to English learners because of the multifarious complexities during the writing process. As a matter of fact, writing skills are vitally important for anyone in order to communicate and self-express through publications [3].

Research has shown that different teaching methods can have an impact on writing proficiency. For example, task-based writing instruction emphasizes the completion of specific writing tasks that have been found to be effective in increasing writing skills [4]. Likewise, process-oriented writing instruction, which involves multiple stages of planning, drafting, and revising, has also been found to be beneficial for learners [5]. Furthermore, one of the primary approaches for developing English writing skills is using writing strategies. According to Zhang and Qin [6], writing strategies are "a set of systematic procedures that writers use to improve their writing skills". These strategies can include brainstorming, outlining, drafting, revising, and editing. A study by Cho and Schunn [7] found that teaching writing strategies to students significantly improved their writing performance. One writing strategy is receiving feedback and revising written work. Studies have shown that feedback that is specific, clear, and focused on the content of the writing can lead to significant improvements in writing skills [8].

Meanwhile, Gholami and Jafarpour [9] found that using computer-assisted language learning (CALL) can also be effective in teaching writing strategies. In this regard, electronic publishing can be used as CALL for writing. Electronic publishing is the production and dissemination of digital content through electronic media [10]. On the other hand, collaboration and publishing tools are constantly being developed. For example, Microsoft Teams, Anyflip, Issuu, and many others are becoming increasingly popular in educational settings [11].

While some studies have been done to explore technology integration in English writing instruction in Indonesia, more empirical research is needed to provide a replicable framework for self-reflection among lecturers. Few efforts have been made to integrate technology effectively in higher education English writing classes in Indonesia [12]. Previous studies on the integration of AI-embedded software into English writing classes in Indonesia were limited to the essay writing process. For example, the study on the use of Google Translate (GT) for EFL essay writing found that students predominantly used GT for vocabulary, with limited application for grammar and spelling. GT was perceived more as a dictionary, aiding in vocabulary comprehension, indicating its potential role in supporting language learning [13]. Another example is the study on the analysis of social media towards students' writing ability

at the English Study Program at Riau Islamic University; this study also focused on the writing process [14]. None of them deals with the ability of students to publish e-newsletters or e-magazines as one of the learning outcomes of the English writing lessons.

This study aims to fill this gap by exploring the integration of electronic publishing within an AI environment to produce electronic publications such as e-newsletters or e-magazines, and providing lecturers with a systematic framework for self-reflection, offering valuable insights for improving technology-mediated writing instruction in Indonesian higher education. The research questions of this study are as follows:

- 1) Does the integration of electronic publishing within an AI environment have a significant effect on students' writing proficiency, which eventually enables them to create an e-newsletter or e-magazine?
- 2) What are students' perceptions of the integration of electronic publishing with an AI environment into their creative writing class?

Materials and Methods

Study Design:

This study used a mixed methods research approach, combining quantitative and qualitative methods to fully analyze and discuss the research questions [15]. The study aimed to investigate the impact of integrating electronic publishing in an AI environment on students' creative writing proficiency, as well as their ability to produce e-newsletters or e-magazines. Additionally, the study sought to understand students' perception of integrating electronic publishing into their creative writing class. Data was collected by administering pre-tests and post-tests to 31 students in a creative writing class at an academic university in Jakarta, Indonesia. Pre-test scores were used as a baseline, while post-test scores were used to assess progress.

During the pre-test, which was administered before receiving pedagogical treatments, students were asked to compose a 5-paragraph essay by selecting one of 5 given topics. In the post-test, students were instructed to write a feature article of approximately 1000 words, applying the creative writing and journalistic writing skills they had acquired during the 13-week pedagogical treatments. The students were required to choose from one of the four given topics. Their writing was evaluated using the same creative writing rubric for both the pre-test and post-test. (Refer to Table 1).

Table 1. Creative Writing Rubric

Criteria	Exceptional (90-100)	Proficient (85-89)	Competent (75-84)	Basic (65-74)	Limited (50-64)
I. Content & Creativity					
• Originality and Creativity	Demonstrates exceptionally innovative and original ideas.	Shows a high degree of creativity and original thought.	Displays creative thinking with a few original elements.	Contains limited creative ideas, with some clichés or unoriginal content.	Lacks creativity, relying on clichéd or unoriginal ideas.
• Depth of Exploration	Provides profound insights and a rich exploration of themes.	Offers a deep exploration of the chosen topic or themes.	Presents a thoughtful exploration of the topic, with some depth.	Addresses the topic but lacks in-depth exploration.	Superficial treatment of the topic; lacks depth and insight.
• Engagement and Emotional Impact	Engages the reader emotionally and intellectually; evokes strong emotions.	Engages the reader both emotionally and intellectually.	Engages the reader emotionally or intellectually to some extent.	Fails to fully engage the reader emotionally or intellectually.	Fails to engage the reader; lacks emotional or intellectual impact.
II. Organization & Structure					
• Structure and Flow	Demonstrates impeccable organization, with flawless flow and transitions.	Well-structured with smooth flow and effective transitions.	Mostly well-structured with some minor issues in flow or transitions.	Contains noticeable structural issues that hinder readability.	Poorly structured; lacks coherence and clear transitions.
• Beginning, Middle, and End	Engages the reader from the beginning, maintains interest throughout, and ends effectively.	Begins effectively, maintains interest, and concludes the narrative well.	Begins effectively, maintains interest, and concludes the narrative satisfactorily.	Contains a weak opening, loses reader interest, or ends abruptly.	Fails to engage from the beginning, loses focus, or has an unclear ending.
III. Language & Style					
• Language and Word Choice	Employs exquisite language and precise word choice; enhances the narrative.	Uses varied and appropriate language with an effective choice of words.	Uses generally appropriate language but may have occasional word choice issues.	Has noticeable language and word choice issues that affect clarity or tone.	Language and word choice are inadequate, affecting comprehension.
• Style and Voice	Demonstrates a distinct and captivating writing style with a compelling voice.	Exhibits a strong writing style and a consistent, engaging voice.	Shows a discernible writing style and voice but may lack consistency.	Lacks a clear writing style or voice; inconsistently applied.	Lacks any discernible writing style or voice.
IV. Grammar and Mechanics					
• Grammar and Punctuation	Contains no grammatical or punctuation errors; impeccable.	Few, if any, grammatical or punctuation errors; minor issues.	Contains occasional grammatical or punctuation errors, but they do not hinder comprehension.	Numerous grammatical or punctuation errors that affect readability.	Frequent and distracting grammatical or punctuation errors.
• Spelling and Proofreading	Perfect spelling and proofreading; no errors.	Minimal spelling and proofreading errors; not distracting.	Some spelling and proofreading errors but not to the point of distraction.	Numerous spelling and proofreading errors that affect comprehension.	Frequent and distracting spelling and proofreading errors.

In addition to individual creative writing assignments, the students were instructed to form a group with 3 to 5 members to work collaboratively on developing an electronic newsletter and e-magazine project. Each student contributed their feature article for the project. In this regard, the group also functioned as the editorial board of the e-newsletter or e-magazine project, with one of the group members becoming the editor-in-chief responsible for executing the project. In preparing for the project, students were equipped with theories and practices of e-publishing. They were also trained on how to use shared Internet (cloud) folders such as Google Drive, One Drive, and Media Fire for collaborative activities, including reciprocal peer review editing and e-publishing project implementation. Additionally, students were trained to use AI embedded software for various purposes during the writing processes and e-publishing project activities, such as Canva, Grammarly, Paper Rater, Turnitin, ChatGPT, and ZeroGPT. The students were also introduced to e-publishing platforms like AnyFlip and Issuu, where they could publish their e-newsletter or

e-magazine for free. All of these activities were part of the pedagogical treatments carried out during the 13-week study period.

The Wilcoxon Signed Rank statistical analysis was used to analyze the scores of the pre-test and post-test to determine the effect of the pedagogical treatments on students' writing proficiency during the study at a significance level of 0.05. Finally, the students' perceptions on the integration of electronic publishing into their creative writing class were captured through a questionnaire distributed to all students using Google Form.

Results and Discussions

a. Results and Discussion of Electronic Publishing

Hawkins et al. [16] defines electronic publishing as the distribution of information in digital form using electronic media, computers, and telecommunications, moving away from traditional print media. Ngulube [17] adds that electronic publishing includes producing and sharing content in electronic formats like e-books, online journals, and digital magazines.

Termed interchangeably as e-publishing, digital publishing, or web publishing, electronic publishing provides various avenues for enhancing the scientific information chain, enabling widespread dissemination via the internet. This method encourages individuals to self-publish using their own websites, institutional resources, and subject-specific preprint servers. It is increasingly popular in both fiction and scientific writing, as there is a growing trend towards digital platforms.

Electronic publishing encompasses nine categories, including Electronic Books (EBooks), Electronic Periodicals, and Web Publishing. Despite its advantages, electronic publishing presents challenges. Bawden and Robinson [18] note its ability to reach a global audience quickly and easily, eliminate the need for physical distribution, and incorporate dynamic and interactive content, enhancing the reader's experience. Moreover, Wu and Chen [19] highlight potential cost savings associated with reduced printing, distribution, and storage expenses, facilitating market entry for smaller publishers.

However, challenges such as digital rights management (DRM), as explained by Martellini and Breugst [20], pose issues related to unauthorized copying and distribution, potentially limiting legal and ethical usage. Additionally, information overload and the lack of editorial control in certain online platforms, as indicated by Bawden and Robinson [18], may lead to the proliferation of inaccurate or misleading information.

Even with obstacles, electronic publishing is flourishing. Suber [21] supports open access publishing, which is gaining popularity and offers free access to academic research. Social media and online platforms are also contributing to the promotion and distribution of content, with platforms like Medium and Wattpad leading the way in new online publishing models.

b. Results and Discussion of the Integration of Electronic Publishing into writing class

There is a growing interest among educators to integrate electronic publishing into writing classes in order to enhance students' writing skills and motivation. Several studies have explored the impact of various digital platforms on writing instruction. For instance, Choo and Li [22] investigated the use of digital writing to improve English language writing instruction. Their study with student teachers in Malaysia found that students favored digital writing over traditional print formats, leading to increased collaboration and motivation among students.

Li (23) conducted a study to investigate how online collaborative writing instruction affected the writing performance, motivation, and self-efficacy of Chinese EFL learners. The experimental group, which used Tencent Docs as an online platform, showed significant improvements in these areas compared to the control group. This highlights the benefits of incorporating online tools for collaborative writing. Meanwhile, Shahzadi and Kausar (24) investigated the possibility of improving undergraduate students' English writing skills using social media, particularly Facebook. Their study, which utilized a combination of methods, found that participating in discussions on Facebook resulted in enhancements to students' writing abilities and was viewed as an engaging and inspiring learning opportunity.

Similarly, Kencana's study [25] emphasized the utilization of Instagram as a tool to enhance the writing abilities of eleventh-grade students in creating explanation texts. The study found that utilizing Instagram resulted in a significant improvement in students' writing scores, suggesting that social media platforms like Instagram can effectively support writing instruction [25]. In their study, Sanjaya and colleagues (26) examined how students view weblogs as a useful educational tool in writing courses. Their quantitative research among EFL students found a positive perception of weblogs, with students expressing confidence in writing, improved writing skills, and a preference for using blogs over conventional paper writing.

c. Results and Discussion of the Integration of AI into English Writing

Integrating Artificial Intelligence (AI) into English instruction creates a dynamic and evolving environment that has a profound impact on teaching approaches, academic integrity, and language proficiency. This literature review synthesizes findings from eight diverse studies, delving into various aspects of AI implementation in language education, each shedding light on distinct facets of this multifaceted phenomenon. Cotton, Cotton, and Shipway [27] navigate the realm of ChatGPT, emphasizing its potential to enhance student engagement and collaboration.

However, it is crucial to emphasize the significance of promoting academic integrity and preventing plagiarism through proactive measures such as creating policies, providing training, and implementing strategies to detect cheating. Arbi [28] explores the intricacies of

using artificial intelligence in English language learning, focusing on tools like ChatGPT, ELSA Speak, and Perplexity. Although these tools enhance interactivity and efficiency, further research is needed to assess their long-term impact, ethical implications, and compatibility with traditional teaching methods.

Söğüt [29] explores pre-service teachers' perceptions of generative AI tools in EFL writing, uncovering transformative impacts such as overcoming writer's block and receiving personalized feedback. However, concerns about academic misconduct highlight the urgent need for ethical guidelines, enhancing AI literacy, and a shift in assessment strategies. Novawan, Walker, and Ikeda [30] navigate through teachers' perspectives, policy implications, and challenges associated with integrating AI in technology-enhanced language learning (TELL). A hybrid model emerges as a hopeful solution, advocating for a balance between AI-driven personalization and human interaction.

Singha, Singha, and Jasmine [31] explore the transformative role of AI in shaping language teaching materials, emphasizing a collaborative approach between AI developers and educators to promote customization, inclusiveness, and ethical considerations. Dugošija [32] explores the benefits and challenges of using AI in English Language Teaching (ELT), with a focus on personalized learning opportunities and adaptable curricula. However, ethical considerations and concerns about unequal accessibility call for a balanced approach.

Khalifa and Albadawy [33] unravel the contributions of AI across six core domains in academic writing and research, emphasizing the importance of maintaining academic integrity despite efficiency gains. Golub, Kovalenko, and Nazarenko [34] highlight AI's potential to transform language proficiency and pedagogical innovation in higher education language programs. However, ethical considerations and the essential role of educators in AI integration remain crucial.

d. Result and Discussion of Pre-Test and Post-Test Data Analysis

The study's hypotheses are as follows: the null hypothesis (H_0) posits that there is no significant disparity between the pre-test and post-test scores, whereas the alternative hypothesis (H_a) suggests that there is a notable difference between the pre-test and post-test scores.

The Wilcoxon Signed Rank test was used to analyze the scores of the pre-test and post-test in order to examine the effects of integrating electronic publishing and pedagogical treatments on students' writing proficiency.

Table 2

		Ranks		
		N	Mean Rank	Sum of Ranks
After Treatment - Before Treatment	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	31 ^b	16.00	496.00
	Ties	0 ^c		
	Total	31		

a. After Treatment < Before Treatment
b. After Treatment > Before Treatment
c. After Treatment = Before Treatment

In Table 2, the 'Negative Ranks' row indicates that there are no negative ranks present in the data. The mean rank of 0.00 suggests a balance between positive and negative ranks, though in this case, there are no negative ranks, resulting in a sum of ranks equal to 0.00. The 'Positive Ranks' row shows that there are 31 positive ranks, with a mean rank of 16.00 and a sum of ranks equal to 496.00. This suggests that, overall, the 'After Treatment' values tend to be higher than the 'Before Treatment' values, as indicated by the positive ranks. 'Treatment' in this regard is attributed to the previously discussed pedagogical treatments, the number of samples in the data is indeed 31, and there are no ties, indicating that no two samples have the same value.

Table 3

Test Statistics ^a	
After Treatment - Before Treatment	
Z	-4.865 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The Z statistic in Table 3 (-4.865) shows a left skewness in the distribution of the differences between 'After Treatment' and 'Before Treatment,' indicating that, on average, the 'After Treatment' values are lower than the 'Before Treatment' values. The extremely low p-value (0.000) strongly rejects the null hypothesis, demonstrating a statistically significant difference between 'After Treatment' and 'Before Treatment.' As a result, the null hypothesis (H₀) is rejected in favor of the alternative hypothesis (H_a), suggesting a notable improvement in students' creative writing skills after the treatments. The p-value obtained (0.000) is significantly below the significance level threshold of 0.05, further emphasizing the importance of the results.

The result of the statistical analysis suggested that the integration of electronic publishing and the pedagogical treatments effectively contributed to enhancing students' writing proficiency. This finding is in line with the studies conducted by Li [23] on the benefits of collaborative writing and Shahzadi and Kausar [24] as well as Kencana [25] on the effects of the electronic publishing integration on students' writing performance.

e. The Results and Discussion of Students' Perception Analysis

To determine students' perception of the integration of electronic publishing into their creative writing class, a questionnaire was distributed to all sample students using Google Forms. The key findings from the questionnaire regarding students' perception are as follows:

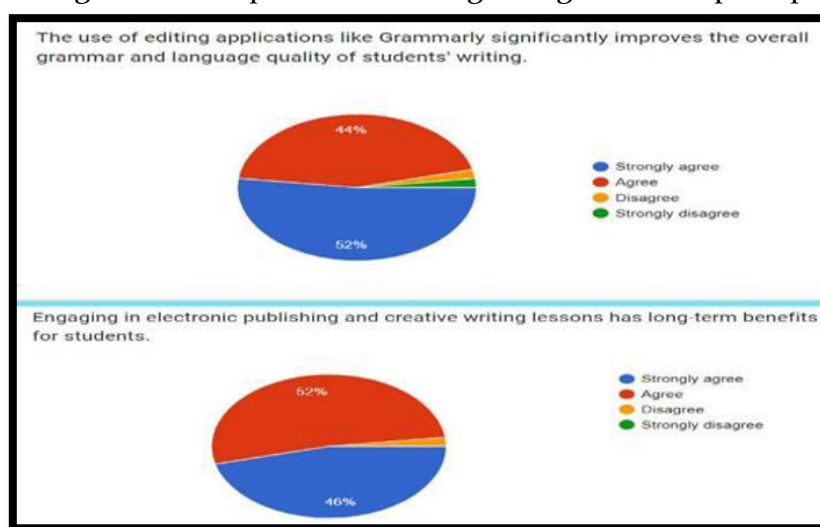


Fig. 1. Awareness on online audience and collaborative learning

In figure 1 illustrates that the majority of students (94%) have a positive attitude towards being aware of the online audience for their electronic publications, which in turn enhances the quality of their writing. Additionally, a similar percentage of students (94%) believe that electronic publishing facilitates successful collaborative writing projects among students.

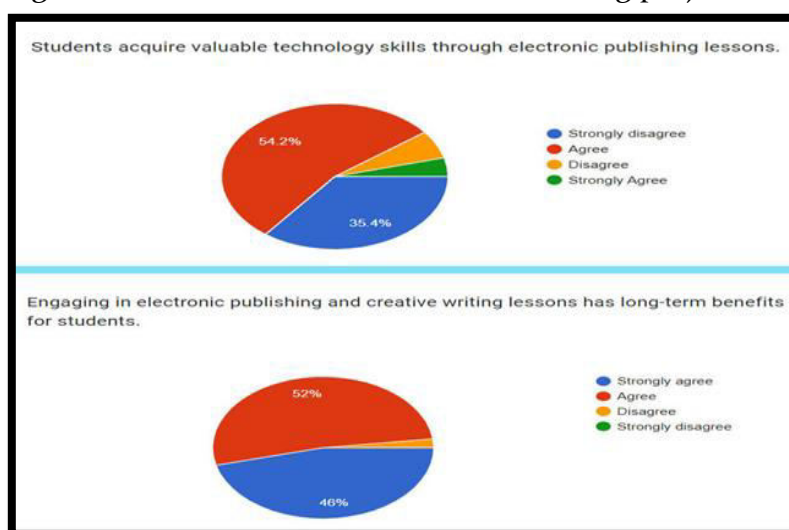


Fig. 2. The use of AI Embedded Applications

In figure 2, it is evident that the majority of students (96%) expressed positive opinions, either strongly agreeing or agreeing, about the use of AI embedded applications such as Grammarly and Canva for electronic publishing lessons. Likewise, a large majority of students (98%) strongly agreed or agreed that electronic publishing enables effective collaborative writing projects among students.

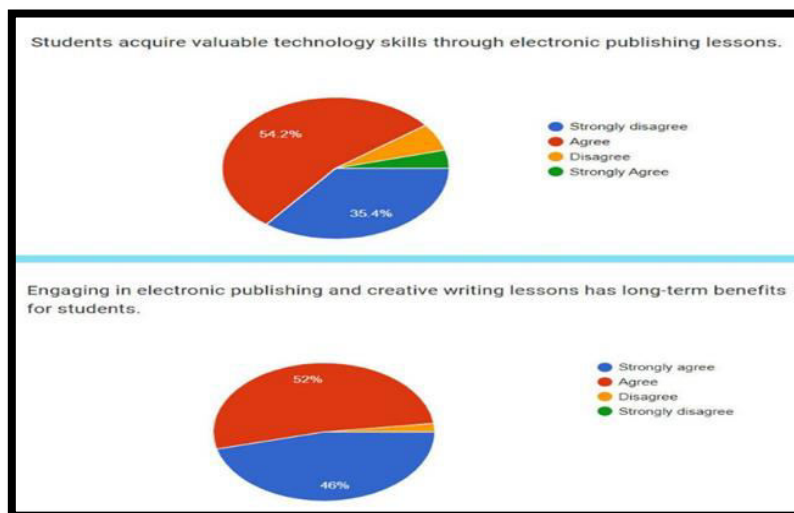


Fig. 3. Technology Skills and Long-term benefits

In figure 3 illustrates that the majority of students (89.6%) had positive responses, combining Strongly Agree and Agree, about the technology skills they gained during electronic publishing lessons. Likewise, a large percentage of students (98%) combined Strongly Agree and Agree in stating that electronic publishing has lasting benefits for them. The analysis of students' perceptions indicates that most students responded positively to the incorporation of electronic publishing into creative writing classes, consistent with the findings of a study by Sanjaya et al. [26].

Summary

This research found that (1) the integration of electronic publishing into a creative writing class, coupled with appropriate pedagogical treatments, has resulted in significant impacts on the students' writing proficiency; (2) the majority of students in the study gave positive responses (over 90% for strongly agree and agree perceptions combined) on the integration of electronic publishing with AI environment into their creative writing class. Likewise, the peer review editing and collaborative writing project are quite instrumental in developing students' teamwork as well as writing skills, and (3) the growing AI environment needs to be adopted wisely and ethically in order to tap the potential of AI in enhancing language learning experiences. Mastering writing proficiency and electronic publishing is crucial for students to excel in their future academic endeavors and professional careers. The implications of this study underscore the critical need, especially for Bina Nusantara University and other higher education institutions in Indonesia, to integrate these research findings into their policies moving forward. To strengthen and support the results of this study, future research with a broader scope and coverage is imperative.

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