

PERSPECTIVES OF PRE-SERVICE ENGLISH TEACHERS ON AI CHATBOTS IN ESP WORKSHEET DEVELOPMENT

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Article Info	Abstract
Article History Received: September 2024 Revised: October 2024 Published: January 2025	<i>The current existence of AI is unstoppable. Many parties consider AI to be a serious threat to the world of education, including universities. The use of AI by students in doing tasks often causes anxiety among lecturers. There is concern that AI reduces students' creativity in exploring their own ideas in making essays or designing learning materials (worksheets). One of the courses that require students to explore their creativity is ESP Material Development. In this course, students are required to learn to develop teaching materials in the form of worksheets in accordance with the needs analysis results identified in the ESP Program Design course. This research is designed to find out students' tendencies in using AI for developing ESP worksheet, while also finding out whether they think that AI chatbot is really useful for them so that they can yield an ESP worksheet whose activities are in accordance with the learning objectives and having an attractive and professional appearance in the same time. The methods used were questionnaires for and FGD with 40 ESP Material Development class students. It was found that most students tried to use AI chatbot for getting inspiration whenever they get stuck in finding more ideas for their worksheets. Most students admitted that AI helped them in that situation. However, they did not recommend the use of AI from the very beginning of developing worksheets. They confessed that using AI would cause confusion and reduce creativity when it is used since very beginning.</i>
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INTRODUCTION

The development of digital technology, especially AI, is becoming more and more rapid and inevitable in everyday life. With the rapid development of AI technology, English educators need to understand how students use AI and what impact it has on their learning and development (Hockly, 2023; Delgado et al., 2020). From the side of teachers and lecturers, both as teachers and as developers of teaching materials, the existence of AI is quite challenging and it is claimed that tasks can be completed in a shorter time thanks to the use of AI.

There are a number of ways of using AI by teachers and developers of teaching materials. The first is to help design the curriculum by analyzing student and alumni performance data and identifying areas that need more support. Second, AI can be used to develop a personalized learning experience for students, adjusting the content to their respective strengths and weaknesses. Third, AI can help produce learning materials, such as training exercises or interactive learning games, that are tailored to the needs of learners (Asad & Ajaz, 2024; Cobanogullari, 2024). In addition, AI can automate tasks such as grading quizzes or providing feedback on assignments, thus saving teachers time and allowing them to focus on higher-level tasks such as individualized teaching or project-based learning. Finally, AI can also help in

developing new learning plans or adapting existing learning plans based on the needs of learners, thus helping to create a more interesting and effective learning experience for all. In essence, by utilizing AI, lecturers and teaching material developers can create a more personalized and effective learning experience for their students which ultimately helps prepare them to face the rapidly changing world.

AI in English language teaching improves the optimization of skills, translation, assessment, recognition, attitude, and satisfaction, but practitioners must understand technology, research methods, instruments, and education levels (Sharadgah, 2022). Fitria (2022) explores the potential of AI in ELT to improve the personalized English learning environment and teaching impact through Google Translation, TTS, and English. Hockly's research (2023) examines the increasing use of AI in English language teaching, its advantages and disadvantages, ethical issues, and the need for digital literacy. AI enhances the language learning experience by teaching English effectively and encouraging student autonomy through speech recognition, editing, chatbots, and voice commands (Kuddus, 2022; Dizon, 2024). Delgado et al., (2020) discuss the benefits and challenges of AI in English language teaching, emphasizing the need for autonomy in effective teaching methods. AI is used in English language teaching (ELT) to increase inclusion, diversity, and accessibility, thus advancing inclusive pedagogy (Anis & Scholar, 2023).

The discussion about the use of AI by academics, both students and lecturers, is very complex and diverse. Approaches from various points of view to get a comprehensive understanding are important to do. One aspect that exists is the potential impact of AI on the social and emotional development of students. One of them is how the use of AI can affect students' ability to do critical thinking. This is an important question to consider as we think about the role of AI in education. One example is a study that found that English teachers use ChatGPT as one of the existing AI positively, but they acknowledge its limitations, including the potential for dependence and overdependence (Ulla et al., 2023; Garcia-alonso et al., 2024). Other studies have found the benefits, challenges, and potential ethical issues of using AI in teaching English as a Foreign Language. The current development of AI is becoming more sophisticated, surpassing the previous generation of chatbots in producing human-like responses. In addition, it is also more active and efficient.

Another aspect that needs to be noted is the use of AI by lecturers and developers of teaching materials because the information related to this reveals how AI is transforming the world of education. Automatically, this also raises the question of how prospective teachers respond and prepare themselves to face the onslaught of AI. In detail, it is necessary to know what are the benefits and challenges of using AI by prospective teachers. It is also necessary to examine how educators and educational institutions provide support and opportunities to students to use AI ethically and effectively. Related to the role of this institution, the question is what policies or guidelines should be implemented to ensure that AI is used in a responsible and ethical manner.

Many people believe that AI will threaten the world of education, including universities. The use of AI by students in doing assignments is also complained by lecturers. There are concerns that this AI will make students lazy and uncreative in exploring their own ideas in tasks that require creativity such as design and essays. A similar problem occurred in the English Language Education program where recently the tasks collected by students are more often detected using AI chatbots in the process of completion. AI chatbot is a computer program that simulates "human language with the help of a text-based dialogue system" using natural language processing (Zumstein & Hundertmark, 2018). Chatbots are generally in the form of web pages or instant messaging applications that provide online access and affordability for users to learn, practice, and improve their English skills (Grudin & Jacques, 2019). Chatbot is

available at any time and can be used repeatedly and whenever and wherever according to the user's convenience.

In the previous semester, there were some students who were identified as using AI chatbot to explore ideas for the development of their ESP worksheet tasks even though the lecturer had prohibited the use of AI to explore ideas. This is a dilemma because the fact that the phenomenon of using AI is inevitable. In order to know more comprehensively about the behavior and perspective of students towards AI chatbot and its use in exploring ideas, compiling, and developing ESP worksheets, it is necessary to conduct research that focuses on this matter. This research reveals the facts of the tendency to use AI chatbot for ESP Material Development along with the impact of its use on student creativity. In the reality of everyday academic life, it is very difficult for students today to distance themselves from AI. Previous research has generally focused on the use of AI, showing that if used correctly, AI can help improve skills (Ayedoun et al., 2019). However, these studies do not focus on the preparation of teaching materials with the help of AI, especially ESP teaching materials. In addition, by considering these things, the research titled "Pre-Service English Teachers' Perspective on the Use of AI Chatbot in Developing ESP Worksheet".

In this research, it is revealed whether the prospective teacher students who program the ESP Material Development AI chatbot course use AI in developing their ideas to compile ESP worksheets by compiling exercises and learning steps that are in accordance with the learning objectives that have been determined based on the results of needs analysis conducted in the ESP Program Design course. In detail, this research investigated the students' tendency in using AI chatbot for developing ESP worksheets; and the most favored AI chatbot used in finding inspiration for developing ESP worksheets.

RESEARCH METHOD

Research Design

This research applies mixed method (quantitative qualitative method) because it tried to gather both quantitative and qualitative data. These two types of data provide a more complete understanding of the research problem than either method could achieve alone. The quantitative approach was taken to obtain data that can be measured numerically. It allows us to investigate the trends amongst the respondents. Whereas, the qualitative approach was taken to obtain data which allow us to do deeper exploration of individual experiences, opinions, or attitudes. Such data provide rich, detailed insights that cannot be captured by numeric data alone. This integration allows us to validate and complement the quantitative results (from the questionnaire) with in-depth, context-rich insights from the qualitative data (from the Focus Group Discussion and interviews). The numeric data from the questionnaire provides a general overview, while the FGD and interviews offer detailed explanations and context for the findings. Moreover, it allows us to triangulate findings which means that we can compare and cross-check the results from both methods to enhance the credibility and depth of the study.

Research Participants

The data for this research were collected from students enrolled in the English Education Study Program (EESP) who participated in the English for Specific Purposes (ESP) Material Development course. A total of 40 preservice English teachers were involved in this study, forming the participant pool. These students were enrolled in the course during the most recent even semester, ensuring that their experiences and knowledge in developing ESP materials were current and relevant to the study's objectives. All participants shared a similar level of English language proficiency, providing a uniform foundation for analysis. This consistency in proficiency was critical for minimizing variability and ensuring that the findings reflected differences in material development abilities rather than disparities in language skills. Their

homogeneity in language competence allowed the study to focus specifically on the pedagogical and practical aspects of creating ESP materials.

The selection of participants was conducted using a purposive sampling technique. This method was chosen to ensure that only those students who had programmed the ESP Material Development course were included. By intentionally targeting this group, the research could draw insights directly related to the participants' experiences and skillsets in this specialized area of English language teaching. The purposive sampling approach aligns with the study's focus on understanding how preservice English teachers conceptualize and develop ESP materials tailored to specific learner needs and contexts. This targeted approach not only strengthens the validity of the research but also highlights the relevance of the participants' contributions. The insights gained from their involvement offer valuable implications for the field of ESP instruction, particularly in guiding how future educators can be trained to design effective and context-appropriate materials for diverse professional and academic settings.

Research Instruments

The data collection process for this study employed a combination of instruments to ensure comprehensive and reliable results. These instruments included questionnaires, Focus Group Discussion (FGD) questions, and a set of interview questions. Each tool was designed to gather relevant insights into the participants' experiences and perspectives, with the aim of triangulating the data to enhance the study's validity and depth. The questionnaires were structured to collect quantitative and qualitative data, enabling the researchers to identify patterns, trends, and individual responses from the participants. These questionnaires provided a broad overview of the participants' engagement with the course material and their understanding of the concepts involved in developing English for Specific Purposes (ESP) materials.

To complement the questionnaires, FGDs were conducted using a semi-structured format. This approach allowed the researchers to guide the discussions while maintaining flexibility to explore emerging topics or insights shared by the participants. The semi-structured nature of the FGD questions encouraged open and dynamic conversations, creating an environment where participants felt comfortable sharing their thoughts and experiences. This format was particularly beneficial for uncovering nuanced perspectives that might not have been captured through the questionnaires alone. Similarly, the interviews were guided by semi-structured questions. These provided a framework for the discussions while allowing the interviewer to adapt and pose follow-up questions based on the participants' responses. This adaptability ensured that the interviews were both thorough and responsive, enabling a deeper exploration of key themes. By integrating these instruments—questionnaires, FGDs, and interviews—the study ensured a robust data collection process. The semi-structured nature of the FGDs and interviews allowed the researchers to strike a balance between structured inquiry and exploratory engagement, resulting in rich, detailed, and contextually relevant data that informed the analysis.

Data Analysis

The main data of this research are the students' answers to the questions in the questionnaire. In addition to the answers to the questionnaire, the results of Focus Group Discussion (FGD) and interview with selected students were used for data triangulation. From these three types of data, the profile of AI chatbot utilization by ESP Material Development students can be described and interpreted. The data of the questionnaire, FGD, and interview were cleansed, clustered, and coded to indicate the finding and to ease the interpretation. The data were in the form of percentage and phrases/sentences based on the research participants answers. Specifically, the results from the questionnaire were analyzed using percentages to summarize and interpret the data of yes/no responses, Likert scales, and

multiple-choice answers. It helps to present the data in a clear, easily understandable format. For each question in the questionnaire, the first step was to count the total number of responses for each answer choice. Then, the next step was calculating the percentages. These percentages help in easily comparing the responses to understand the overall trends in the data. Percentages provide a summary that highlights the dominant trends.

After conducting FGDs and interviews, the data were organized qualitatively. First, the FGD and interviews were transcribed. Audio recordings were converted into written text for analysis. Next, assign codes to specific pieces of information. These codes helped categorize responses into themes. In this stage, respondents' answers were classified based on their similarities. Thus, it was easy to recognize who and how many of the respondents shared similar perspective on the use of AI chatbots in developing ESP worksheet. It helped to interpret the underlying reasons or motivations for the percentages obtained earlier from the quantitative data. In the findings and discussion section, the data from FGD and interviews were then presented in the form of citation to support the percentage gained on the quantitative analysis.

RESEARCH FINDINGS AND DISCUSSION

The findings of this study basically identifies that pre-service English teachers have mixed feelings about using AI chatbots assistance in doing their tasks to create ESP worksheets. Although many students perceive AI's capacity to bring inspiration whenever they encountered idea blockage, there is widespread fear that dependency on AI would eliminate creativity and cause ethical problems on academic integrity. These varied reactions confirm earlier studies on the use of AI in education area, particularly in language learning and creative projects.

Students' tendency in using AI chatbot for developing ESP worksheets

It is commonly assumed recently that all students must have been assisted by AI in doing all their campus tasks, including in designing ESP worksheet. However, the data from the questionnaire, FGD and interview did not confirm the assumption.

Table 1
Profile of AI Usage by ESP Students

Students used AI to develop ESP worksheet		Students used AI for getting inspiration		Students felt comfortable in using AI	
YES	NO	YES	NO	YES	NO
62%	38%	87.5%	12.5%	87.5%	12.5%

There were 62% number of students who admitted to use AI to assist them to develop worksheet, while the rest 38% did not use it. One of the students who chose not to use AI claimed "I'm confident enough to find suitable material for clients without the help of AI"(S4). Similar statement was stated by S15. This kind of thought is in line with another student who preferred to use no AI simply because this student wanted to challenge himself.

"I do not use AI chatbox because I want to challenge and do the assignment by myself. Then, in the process of trying to select the material I suddenly get unexpected or attractive inspiration (S8).

A student who chose not to use AI even thought that the ideas generated by AI were of low quality (S27). Only few students chose not to use AI chatbot at all. They gave reason that using AI chatbot made them feel unintelligent. For them, AI generated answers are too robotic and not reliable. These students only use AI for grammar check, not for getting ideas or inspiration. One student even sharply stated that AI chatbot eliminated creativity. This student said that there is a fear of being dull and defeated by machine if AI is used to find inspiration. He kept a belief that using AI decreases his pride as a human being.

What these students thought is consistent with research by Hockly (2023) and Ulla et al. (2023), which highlight AI's ability to boost creativity when used responsibly, while cautioning against over-reliance, which can discourage critical thinking and creativity. Similarly, Ayedoun et al. (2019) emphasizes that despite the benefits offered by AI, their use must be carefully regulated to avoid reliance. On the other hands, students who used AI admitted that they used AI mostly when they ran out of ideas or feel that their ideas are not that good so that they tried to find other references, and eventually found the alternative or additional ideas through AI chatbot (S6, S35, S36, S38).

A student said that she decided to use AI when

“(1) Searching the material which is rare on websites/doesn't meet my expectation and (2) having a need to fix or revise the sentences of my objectives and task instructions.” (S24)

Among all students who used it, 87.5% claimed to use AI to get inspiration for the worksheet while 12.5% said to prefer to use their own imagination and finding references from other sources. This data confirmed the prediction that when students were stuck for ideas for their worksheets, they used AI chatbots to get inspiration. The students acknowledged that AI aided them in that situation. This findings is in line with earlier research that AI helps in fostering creativity when users face challenges (Al-Tkhayneh et al., 2023). In addition, ability in using AI strategically increases learners' motivation and implies that AI use can go beyond creativity to boost engagement and productivity (Ayedoun et al., 2019). A similar conflict was also recognized by Darwin et al. (2024) who looked at AI as both a facilitator of critical thinking and a possible detractor from creative autonomy.

The same number of students were then asked whether they felt comfortable in doing their tasks using AI. As many as 87.5% students felt comfortable while 12.5% did not. One reason why some students felt uncomfortable using AI was because they believe that the work of AI is noticeable and easily recognized too be machine work. Another reason was

“Even though sometimes AI's answers don't match what we want, sometimes AI provides other inspiration that can give rise to other ideas in our minds. That sometimes helps me in looking for inspiration when creating ESP worksheets” (S36).

This finding confirms a previous research' finding that high school students' use of AI tools in English learning was accompanied by worries about over-dependence and decreased cognitive engagement (Lee & Maeng, 2023). On the contrary, the students who felt comfortable admitted that “the ideas provided are easy to understand and relevant to my personal questions or needs”(S18). Relevance of the AI answer was also the reason as stated by student

“... when looking for inspiration is the convenience it provides. When writing prompts according to my needs, it brings up several ideas that are fast and precise”(S33).

When the students were asked about their frequency in using AI chatbot for developing ESP worksheet, 7.5% students answered *frequently*; 62.5% answered *sometimes*; 22.5% answered *rarely*; and 7.5% answered *never*. None of the students answered *always*. The answers indicate that most of the students were not highly connected to AI chatbot and did not rely on it. As many as 52.5% students even had fear in using AI chatbot for getting inspiration for their task. They mentioned some reasons of their fear. First, addiction and dependency on AI. Second, plagiarism checker. Third, decreased brain capacity and creativity. Fourth, guilty feeling.

This students' awareness that AI has limits and could be harmful is in line with Ulla et al. (2023) who put deep concern on the ethic in using AI. The ethical considerations were mainly about copying, creativity lost, and reliance.

Addiction and dependency on AI were mentioned by some students clearly. S2 said “I am afraid that I have my dependency on AI when I feel burn out”. Similarly, S16 said “I'm afraid I will always relay on the AI in constructing ESP worksheet”. In addition, S4 explained she is afraid when making questions or creating activities in ESP worksheets because it can be detected by Turnitin, besides that she is afraid of AI chatbot addiction. Students’ fear of plagiarism check was also mentioned by S3, S10, S21, S22, and S33. They stated that working on projects using AI is risky because plagiarism checker like Turnitin for example will easily identify it and if it happens, they will have to face the consequences to probably fail in the course. These students felt a lot more secured doing their tasks without AI chatbot support. One of these students said

“I feel bad and insecure while working on my work using the help of AI because sometimes I think I consider myself cheating. I do believe that my friends always working on their works originally. Therefore, I am trying to use AI as minimum as possible. If I find any obstacle, I will use it only at that time & part of it”. (S30)

This statement shows guilty feeling that occurred. It triggered the student to prevent himself from using AI, even though for getting inspiration merely. In terms of creativity, a student admitted that she is afraid that she cannot maximize her brain when she uses AI often (S17). Similarly, S3 said that she is afraid AI will make her uncreative and get addicted to it. The finding of this study adds to the body of evidence showing possible ethical problems that must be addressed in order that students to know well to what extend AI is acceptable to be used for academic task. Potential misuse of AI capabilities was also suspected by Ulla et al. (2023). They urge that ethical rules are essential so that students could use AI ethically while maintaining their academic integrity.

The phenomenon of fear of AI over reliance has been investigated and found in research on AI usage for education in which student have feeling that the existence of AI might be a threat when they keep relying on AI in doing their task (Al-Tkhayneh et al., 2023; I. Bocianu, 2024; Lee & Maeng, 2023). Such hesitancy is in line with research focusing careful consideration and responsible AI use in education (Douali et al., 2022). Similarly, Fitria (2022), argues that despite its potential to personalize learning, unthinking adoption of AI can lead to shallow engagement of learning and a lack of deeper cognitive processing. It can be concluded that the students tried to use AI chatbot for getting inspiration whenever they get stuck in finding more ideas for their worksheets only. Most students admitted that AI helped them in that situation. However, they did not recommend the use of AI from the very beginning of developing worksheets. They confessed that using AI would cause confusion and reduce creativity when it is used since very beginning. They believed that using AI chatbot will be helpful when the students already knew well what they need to find by the help of chatbot.

Despite all the advantages of AI, the students did not use AI from the beginning of worksheet development. They admitted that using AI will cause dependence and reduce creativity if it is used from the very start of the project. As many as 60% of the students believed that addiction kills creativity. They admitted that they could proceed their project properly because they started the project by thinking and planning of it themselves without AI assistance. They started to use AI to get inspiration and additional ideas only when they burned out and drained.

The students who believed that AI kills creativity said that over-reliance on AI chatbots can reduce opportunities to train and develop own skills to create good ESP worksheet (S18). In line with it, other students elaborated as follow:

“It makes people very lazy to think and developed their skills. people usually want the fastest way when creating a task instead of trying their own creativity and ability first, so chatbot could kills their creativity and makes them lazier later” (S12)

“I think AI chatbot can kill creativity of the students to create good ESP worksheet when they only depend or use suggestions from the AI without trying to develop it more” (S28)

This is in line with Delgado et al. (2020) who noted that AI can lead to passive learning practices if it is excessively. Not all students, on the contrary agree that AI kills creativity. The keyword is willingness to filter and develop more after getting inspiration from AI.

“No, AI chatbot will not kills creativity, because in the end, it's all up to you. AI is just a tool to help you and every decision is in yours. Furthermore, I don't think that AI chatbot is reaching the level of able to create good ESP worksheet yet (Because it heavily depends on each need analysis)”. (S27)

“As previously said, I don't think chatbot will kill my creativity. Chatbots can offer a variety of topic suggestions, activity ideas, and content recommendations that I would not have thought before. This may give me new ideas for my worksheets and help me think more creatively.” (S20)

Those statement clearly give boundaries between being able to make use of AI wisely and being unable to control self which eventually hinders AI users from being able to stay creative and productive. To make the students able to control themselves in using AI and stay creative, the students should be exposed to bunches of resources and references that they can read to get inspiration to develop their own ESP worksheet. Having a lot of background knowledge will help the students to filter anything generated by AI chatbot. The students will be able to select which of the AI suggestion that they can use and which one that they should not consider.

Despite their feeling worries of AI bad impacts, a lot of number of the students in this research see AI as a useful device to brainstorm ideas. They emphasize on using AI carefully, particularly when faced with creative blockages. This limited usage strategy corresponds the findings of Darwin et al. (2024), who believe that AI eases educational practices by providing technological assistance, particularly for time-consuming activities, without completely replacing human input. This strategy can ensure that students maintain their creative trait while using AI for efficiency. Thus, AI could be used to promote learner autonomy, allowing students to decide how much they rely on AI technologies to get inspiration (Anis & Scholar, 2023; Kuddus, 2022)

As the students themselves admitted, AI is not human so that it will not be able to create a breakthrough or innovation. What AI can do only generates things that have been programed in its system (Aryal, 2024). Its repertoire keeps data from previous studies, books, and other materials. Therefore, what it can generate is not something new in the world. That is the fundamental reason why students should train their creativity instead of rely on AI.

The students in this research agree that teacher candidate is introduced to AI because its existence is inevitable. Yet, they disagree to introduce AI too early. According to them, students should be trained to maximize their brain usage to generate ideas first before being allowed or introduced to AI chatbot to get inspiration or ideas.

“I agree but AI should be taught as a supplementary tool because students have to think and exploit their creativity first. When they face trouble or are stuck in the middle of creating a worksheet, they can use AI for inspirational purposes only.” (S4)

“The students should start with their abilities first. If they are taught how to use AI in developing ESP worksheet, then they are likely to use AI without trying their own abilities first.” (S9)

All in all, the students agreed that ability to use AI is essential for teachers because it will ease teachers to get inspiration for their classes while they have very limited time to prepare their teaching. This statement in line with Douali et al. who state that AI would be beneficial for teachers in providing technical support in teaching related tasks (Douali et al., 2022). They

also agreed that at campus and all other education institution there should be clear rules on how AI can be used for doing tasks. Basically the students' concern is to use AI responsibly, which is a common concern of many other educators around the globe who believe that AI should be used ethically and with careful management (Darwin et al., 2024).

The most favored AI chatbot used in finding inspiration for developing ESP worksheets.

It was found that there are some AI chatbot which were employed for getting inspiration whenever the students got stuck in finding more ideas for their worksheets. There are some AI chatbots that were mentioned by the students in this research. They are ChatGPT, Gemini, Perplexity, Bing Chat, and Copilot. Not all students use AI chatbot so that they could not mention any AI chatbot. The detail of the AI chatbot usage is presented in the following chart:

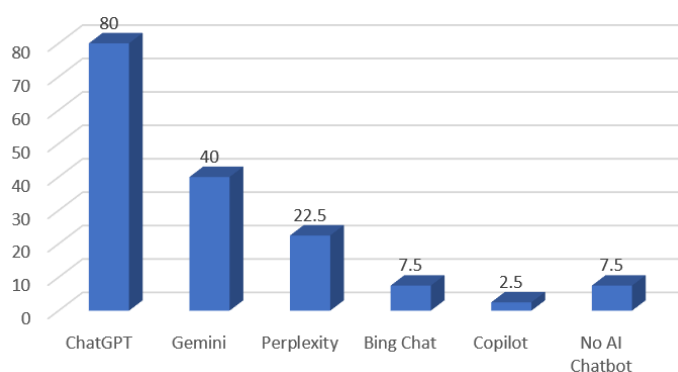


Figure 1
AI Chatbot and its usage by The Students

The chart shows there are 5 AI chatbot which were used by the students. They are chatGPT, Gemini, Perplexity, Bing Chat, and Copilot. The number of the percentage indicates that some students who used chatGPT also used Gemini in finding inspiration. As seen in the chart, as many as 80% of the students used ChatGPT to get inspiration for their worksheet, whereas for Gemini the number is half of it, i.e. 40%.

The students who used ChatGPT acknowledged this AI chatbot as user friendly, easy to use, and smart in simplifying complex idea into digestible information (S3, S4, S26, S30). It is considered user friendly because the process is similar to common text messaging in smartphone chat platform. ChatGPT also offers many features which eases its users even for the nonsubscriber students. The students considered chatGPT has ability to generate answers they expected as long as they gave it appropriate prompt (S4, S30). However, the answers chatGPT generated were not always valid nor exactly relevant with the prompt or the questions given. The students also stated thatGPT did not provide newest information and references. Most of the time, it did not provide resource citations. If it did, the information given were most likely obsolete (S4, S10). Moreover, its users should reverify the information given to check its accuracy and accountability.

Gemini users chose this AI chatbot because they considered it smarter than chatGPT. The answers generated by Gemini were considered more accurate and the explanation was clearer than other answers and explanation generated by other Ais. It also provided the sources or references. However, its users still need to check carefully because when the answers were closely examined there were possibilities of inaccuracy (S24). There were very few users of Perplexity, Bing Chat, and Copilot among the students. The students who chose Perplexity stated that Perplexity can help in tailoring the complexity of texts to match the proficiency level of learners, ensuring that materials were neither too easy nor too difficult. Besides, it can

significantly speed up the process of creating materials quickly and suggesting appropriate content. However, it occurred frequently that the references provided by Perplexity were not relevant to the desired topic (S34). A student who tried Perplexity acknowledged it as a confusing one so that she stopped using it (S30).

Bing Chat and Copilot were not chosen by most of the students. Very few of them admitted to even tried it. Its unpopularity among the students was predicted to occur because it gave limit of daily access. The findings indicate that ChatGPT is the most popular AI chatbot among the students due to its easy-to-use interface and ability in providing relevant answers. This finding corresponds Bocianu's (2024) study which highlights the importance of AI design for the successful use of AI technologies in language instruction. Meanwhile, ChatGPT's shortcomings, such as non-updated information and source citations, as found by the students, were also found by Grudin & Jacques (2019), who stated that in spite of its ability to generate ideas, chatbots still need human to supervise its accuracy and relevance. As the second most favored AI chatbot, Gemini was preferred because it could generate more accurate replies. This conclusion is line with the patterns identified by Lee & Maeng (2023), AI utility and perceived intelligence of different AI models attract consumers from different level.

CONCLUSION

The students who use AI chatbot tend to use the chatbots especially in finding inspirations when they were burnt out, stuck, and ran out of ideas in making ESP worksheet. These students, however, believed that using AI could cause confusion and might reduce creativity when it is used since very beginning and uncontrolled that eventually lead to dependence and addiction to AI. It is recommended that student use AI chatbot only when they get stuck in the middle of their worksheet development process, but just to get inspiration, not to take all answers generated by AI and submit them as it is. Using AI chatbot will be helpful when the students already knew well what they need to find by the help of AI chatbot. Therefore, AI chatbot can be used specifically when the students are able to use specific prompt to get idea for specific task. Students who refused to use AI chatbots claims that the chatbots decrease their creativity and they were afraid of plagiarism checker. They were also afraid that using AI chatbot violate their academic integrity. Amongst the chatbots, the most well-known and believed to be smart and user friendly for the purpose of composing worksheet was ChatGPT. Gemini was also considered great, yet it is less popular than ChatGPT. An important point to be highlighted about the use of AI chatbot is that it should be used wisely and responsibly so that students, the human beings, as its users will not lose creativity and ability to control the technology.

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