

The use of ChatGPT in the Indonesian ELT context: A systematic review

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ABSTRACT

This study investigates the integration of ChatGPT as an educational technology tool within the Indonesian English Language Teaching (ELT) context. Utilizing a systematic review methodology, twelve peer-reviewed articles indexed in the Scopus database were selected for analysis to examine emerging trends, pedagogical applications, perceived benefits, and associated challenges of ChatGPT in EFL education. Through content analysis, the findings reveal that 2024 witnessed the highest publication output, with higher education identified as the most commonly explored educational setting. Qualitative research designs predominated among the reviewed studies. ChatGPT was employed for a variety of pedagogical purposes, including content and idea generation, feedback provision, linguistic revision, paraphrasing, grammar checking, teaching material development, lexical and collocational enhancement, personalized learning, and improving textual coherence and cohesion. Reported benefits encompass grammar correction, resource accessibility, idea generation, vocabulary expansion, and formative feedback. Conversely, challenges include user over-reliance, ethical concerns, informational inaccuracies, insufficient cultural contextualization, embedded biases, and limitations related to prompt formulation. The findings imply a critical need for future research that expands into secondary education contexts, utilizes quantitative or mixed-method approaches, addresses the identified limitations of ChatGPT in educational settings, and employs longitudinal designs to assess its sustained impact on language learning.

Keywords: AI tool; ChatGPT; EFL context; systematic review

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INTRODUCTION

Recent advancements in artificial intelligence (AI) have precipitated substantial changes in diverse sectors, with education emerging as a particularly significant domain of impact (See [Holmes & Tuomi, 2022](#); [Rashid & Kausik, 2024](#)). Among the most notable innovations in this field is the advancement of language models powered by AI, such as ChatGPT, which enable the production of coherent and contextually appropriate responses that nearly mirror interpersonal communication based on user input ([Cotton et al., 2024](#); [Ray, 2023](#)). As a large language model, ChatGPT leverages deep learning to construct fluent and contextually relevant natural language outputs ([Alawida et al., 2023](#); [Roumeliotis](#)

& Tselikas, 2023). Its functionality in sustaining dialogue, responding to queries, and providing explanations (Al-Khresheh, 2023; Baskara & Mukarto, 2023) establishes it as a promising digital assistant in the context of English language learning (Cai et al., 2024; Shaikh et al., 2023; Slamet, 2024). Given the continued dominance of English as the global lingua franca (See House, 2018), such innovations are especially valuable in contexts where English functions as a foreign or second language.

While the integration of technology into language education is not a new phenomenon, the capabilities introduced by AI-driven tools like ChatGPT represent a significant advancement. For decades, EFL and ESL instruction has benefited from various technological applications, including computer-assisted language learning (CALL) software (e.g., Chen, 2024; Cheng & Zhang, 2024; Rahimi & Fathi, 2024) and mobile language learning applications (e.g., Ebadijalal & Yousofi, 2023; Gönen & Zeybek, 2024), which have been praised for their ability to enhance learner engagement, offering immediate feedback, and supporting personalized learning experiences. However, the emergence of AI-powered conversational agents such as ChatGPT marks a new frontier in educational technology. Unlike traditional language learning software, ChatGPT offers dynamic, context-sensitive interactions, enabling learners to practice real-time communication skills in a flexible and adaptive manner (See Al Shoul et al., 2024; Le et al., 2024). This capability is particularly valuable in English language education, where developing communicative competence is a central goal. In light of these capabilities, an increasing body of empirical research has begun to explore the pedagogical potential and effectiveness of ChatGPT and similar AI-powered tools in language learning environments.

Numerous studies have examined the role of AI-driven tools in language education, highlighting their effectiveness in improving learners' language competence, motivation, and confidence (Karataş et al., 2024; Mizumoto & Eguchi, 2023; Slamet, 2024; Teng, 2024; Woo et al., 2024). For instance, previous research has shown that ChatGPT markedly improves students' academic performance, particularly in areas such as writing, grammar, and vocabulary development, while also fostering greater motivation and active engagement (Karataş et al., 2024). Another study by Mizumoto and Eguchi (2023) has investigated the use of ChatGPT in second language writing environments, emphasizing its application within Automated Essay Scoring (AES) systems. Their analysis of more than 12,100 essays revealed that the systems powered by GPT models exhibited strong accuracy and consistency, showing a high degree of alignment with human raters' assessments. They concluded that ChatGPT possesses the ability to offer automated corrective feedback. Additionally, a research report by Teng (2024) provides a comprehensive understanding of students' perspectives and experiences in using ChatGPT during the writing process in an English as a Foreign Language (EFL) context. His findings confirmed the substantial positive effects of this particular AI tool support across multiple dimensions of writing, spanning from active participation, sense of competence, motivation, and the tendency toward writing collaboration.

Although ChatGPT holds significant potential, its incorporation into English language education also presents several concerns. A major concern involves the accuracy of the content produced (Chaudhry et al., 2023). While ChatGPT is capable of producing grammatically correct and contextually appropriate responses, it is not without limitations and can sometimes produce information that is misleading or inaccurate (Cong-Lem et al., 2025). Moreover, overdependence on ChatGPT may impede the cultivation of critical thinking skills, necessitating institutional safeguards for personal data and cybersecurity (Jafari & Keykha, 2024). Additionally, ethical concerns and issues of plagiarism may emerge when students use ChatGPT without a thorough understanding of its appropriate application (Huallpa et al., 2023). These concerns underscore the imperative to establish robust and well-defined frameworks that ensure the effective and ethically responsible integration of AI technologies within educational contexts. It is essential that both educators and students are empowered with the analytical competencies necessary to critically assess content generated by AI and to distinguish credible information from inaccuracies. Consequently, a growing number of systematic review studies on the incorporation of ChatGPT into educational practices have continuously been conducted (e.g., Albadarin et al., 2024; Ali et al., 2024; Baig & Yadegaridehkordi, 2024; Bhullar et al.,

2024; Cong-Lem et al., 2025; Mai et al., 2024; Mohebi, 2024; Pradana et al., 2023; Rueda et al., 2023; Zhang & Tur, 2024).

For example, Albadarin et al. (2024) reported their systematic review study in terms of the purposes of ChatGPT users. From students' perspectives, ChatGPT is employed as a virtual intelligence assistant, leveraging its capacity to 1) deliver immediate feedback, on-demand responses, and explanations of complex subjects, 2) brainstorm topics, write essays, create summaries, perform translations, rephrase content, and review grammar, and 3) to help for personalized and self-directed learning by aiding in concept comprehension, homework assistance, structured learning plan development, and task clarification. From the educators' viewpoint, the tool facilitates the development of instructional plans, the creation of assessment materials, and the provision of additional learning supports, ultimately improving instructional efficiency, effectiveness, and methodological variety. Albadarin's review offers a comprehensive analysis of ChatGPT's applications within the broader context of general education.

In the context of language education, Li et al. (2024) also reported their systematic literature review studies in terms of trends, foci, roles, and prospective areas for further investigation. Their findings indicate that this field has attracted global contributions, with significant representation from Asia and North America. The breadth of publications across various academic journals underscores the growing scholarly interest and diverse approaches within the field of language education. Moreover, the review revealed that empirical studies, particularly those situated in postsecondary education, predominate, often addressing ethical considerations related to AI integration. ChatGPT was identified as serving multiple pedagogical functions, including supporting self-directed language learning, generating instructional content, and streamlining teaching processes. Notably, the authors emphasize the need for future research to address existing gaps by employing more comprehensive study designs, involving diverse stakeholders, and evaluating the effectiveness of feedback mechanisms.

Building upon these insights, the growing body of research highlights ChatGPT's expanding role as an ancillary resource to enrich instructional strategies and enhance learner engagement. Numerous empirical investigations, including literature reviews, support this trend. However, given the ongoing debate and divergent opinions surrounding its use (Hong, 2023; Kohnke et al., 2023; Ray, 2023; Warschauer et al., 2023), there is a pressing need to assist educators, researchers, and policymakers by synthesizing existing findings on the role of ChatGPT in language educational practices, particularly in English language teaching and learning within the Indonesian context. Such a synthesis will offer a comprehensive understanding of how ChatGPT is utilized in Indonesian EFL settings, facilitating informed decision-making and promoting the effective integration of this technology into pedagogical practices. Notably, although numerous studies have been conducted by Indonesian researchers on the use of ChatGPT in the ELT context (e.g., Azwar & Jayanti, 2025; Rahma & Fithriani, 2024; Susanto et al., 2024), limited attention has been given to literature review studies that specifically examine the use of ChatGPT in the Indonesian EFL contexts (e.g., Humairah et al., 2025; Syafruddin et al., 2025). To fill this void, the present study seeks to examine existing research on ChatGPT use as an educational tool in Indonesian ELT contexts. What distinguishes this study from previous systematic literature reviews is its specific focus on research conducted by Indonesian scholars regarding the use of ChatGPT in the Indonesian ELT context, as well as studies that broadly address English language proficiency. In contrast, earlier reviews have primarily focused on reading skills within the Indonesian ELT context (Syafruddin et al., 2025) and studies on ChatGPT in the global ELT context (Humairah et al., 2025). Therefore, this present study offers a more context-specific and comprehensive understanding of how ChatGPT is utilized in Indonesian ELT settings, highlighting gaps and directions that differ from prior studies. The present study was guided by the following research questions.

1. What emerging trends characterize the use of ChatGPT?
2. How is ChatGPT applied within the context of ELT research in Indonesia?

3. What are the benefits and drawbacks of ChatGPT according to the studies examining ChatGPT's role?

Exploring these research questions will extend the existing scholarly discourse on the application of ChatGPT within educational contexts and yield meaningful implications for educators, policymakers, and scholars seeking to leverage AI technologies in language instruction and learning

METHOD

This study employed a systematic literature review methodology guided by research questions to identify and analyze relevant literature. A systematic review endeavors to synthesize empirical evidence across multiple scholarly investigations concerning emergent phenomena, with the aim of informing pedagogical practices and guiding policy formulation (Macaro, 2020). Guided by a qualitative systematic literature review protocol (See Butler et al., 2016) and adopting the PRISMA statement (Page et al., 2021), our study adopted a well-structured systematic review process, incorporating literature searching, selecting and screening the data, evaluating, and synthesizing the data.

Systematic review stages

Scopus was selected as the database for searching published research articles due to its reputation as one of the most prominent scholarly publication platforms. Recognized for its reliability as a source of bibliographic data (Zhu & Liu, 2020), Scopus has been noted for receiving the highest average number of citations per journal article as of 2018. Additionally, Bar-Ilan (2018) reported that Scopus exhibits broader coverage and higher average citation counts, while Scopus and the other database (i.e., WoS) displayed a strong correlation in their citation data. Therefore, the selection of Scopus in this study is justified by its extensive coverage, robust citation metrics, and strong alignment with other established databases, thereby supporting both comprehensive literature retrieval and credible citation analysis.

The keywords and Boolean operators included “(ChatGPT OR Generative AI) AND in AND English AND language AND teaching AND learning,” “(ChatGPT OR Generative AI) AND in AND language AND education,” and “(ChatGPT OR Generative AI) AND in AND language AND classroom” were used to search the published articles. Following this search, the suggested research articles were assessed based on the inclusion criteria, such as 1) containing empirical research, 2) conducted in the Indonesian ELT context, 3) incorporating ChatGPT as the language learning tool, 4) written in English, and 5) published between 2022 and 2024. In addition to these criteria, research on the teachers’ and students’ views was also included. Table 1 summarizes the inclusion and exclusion criteria.

Table 1

Criteria for Inclusion and Exclusion of Research Articles

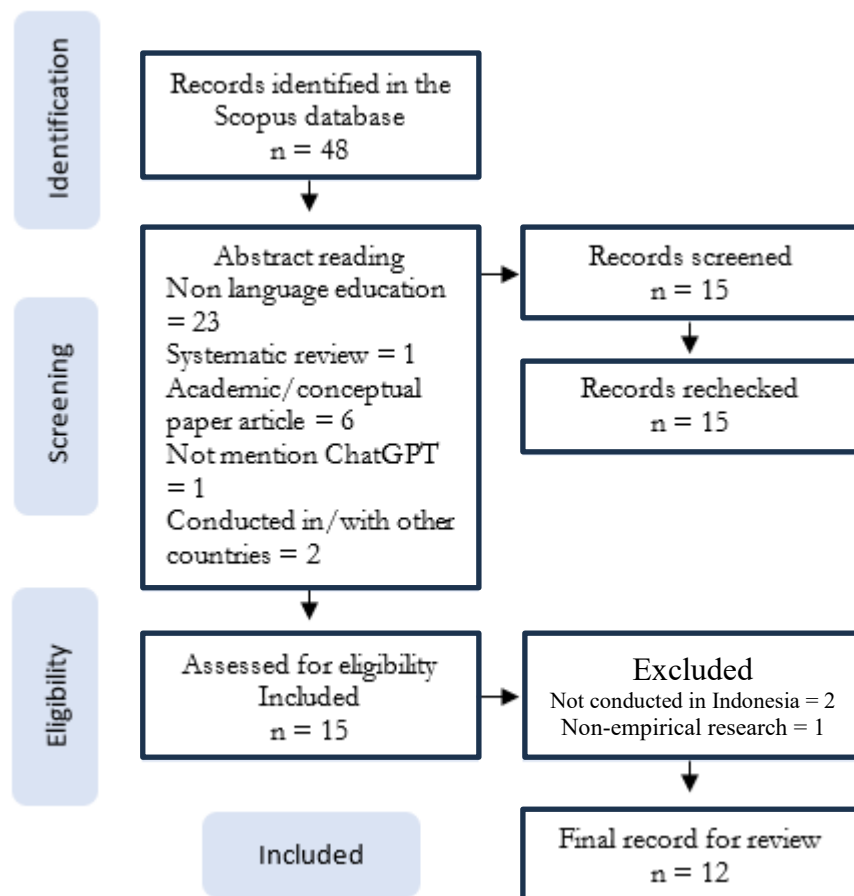
Inclusion criteria	Exclusion criteria
1. Must be empirical research	1. Non-empirical research
2. Must be conducted in Indonesian ELT context	2. Not conducted in Indonesian ELT context
3. Must be incorporated ChatGPT	3. Not incorporated ChatGPT
4. Must be written in English	4. Not written in English
5. Must be published between 2022-2024	5. Not published between 2022-2024
6. Other published empirical articles, including teachers’ and students’ perspectives, a book chapter, and a conference paper	6. Academic/conceptual articles

The literature search was conducted in the Scopus database between December 20 and 21, 2024, resulting in an initial identification of 48 published articles. During the screening phase, abstracts were reviewed to determine relevance based on predefined inclusion and exclusion criteria. A total of 33 articles were excluded for the following reasons: unrelated to language education ($n = 23$), categorized as systematic reviews ($n = 1$), academic or conceptual articles without empirical data ($n = 6$), not

mentioning ChatGPT ($n = 1$), or conducted in collaboration with other countries ($n = 2$). Although these two studies can be considered conducted in the Indonesian context, the authors agreed to exclude these studies as they would not comprehensively represent context-specific studies within Indonesian. This screening process yielded 15 articles. In the eligibility phase, full-text reviews were conducted to assess methodological and contextual fit. Three additional articles were excluded, two for not being conducted in the Indonesian context and one for being non-empirical in nature, resulting in a final total of 12 articles that met all inclusion criteria. [Figure 1](#) presents a PRISMA flow diagram detailing each stage of the review process, from initial identification to final inclusion.

Figure 1

Process of Searching the Literature



Analysis

Following the inclusion process for the published articles as the research data for the present study, they were then systematically coded and analyzed using content analysis that aligned with the research questions. This approach facilitates researchers in classifying, comparing, and contrasting data ([Fraenkel & Wallen, 2000](#)). As outlined in [Table 2](#), the dataset was systematically coded using a set of predefined subcategories derived directly from the research questions, allowing for a more granular and structured analytical approach. This coding framework facilitated the identification of patterns and thematic categories across the selected studies. Each article was reviewed and coded according to its relevance to the subcategories: emerging trends (e.g., publication year, participant context, and research methods), pedagogical applications of ChatGPT in Indonesian ELT settings, and reported benefits and challenges.

To ensure consistency and organization throughout the analysis, the coded data were extracted into a consolidated spreadsheet (see [Appendix 2](#)). This spreadsheet enabled systematic categorization

and comparison across studies. As part of this process, each study was assessed for its relevance and contribution to the research questions, and was rated as high, medium, or low in significance. These ratings were based on criteria such as methodological soundness, depth of analysis, and the clarity with which findings were reported. Subsequent analysis was guided by this coding framework, enabling a targeted and coherent response to the research questions. By aligning each data point with a corresponding subcategory, the review process ensured analytical rigor and transparency in the interpretation of the findings. Following this, the analysis then focused on answering the research questions.

Table 2*Subcategories of the Research Questions*

RQs	Subcategories
1. What emerging trends characterize the use of ChatGPT?	1.1 Studies by year 1.2 Participations' education level/context 1.3 Research methods used
2. How is ChatGPT applied within the context of ELT research in Indonesia?	2.1 The use of ChatGPT in the classroom settings
3. What are the benefits and drawbacks of studies examining ChatGPT's role?	3.1 Benefits and challenges

To enhance the trustworthiness of the coding process, the authors adhered to the guidelines proposed by [Elo et al. \(2014\)](#) regarding the use of multiple coders. The data were independently coded and analyzed by two authors using Microsoft Excel, after which a collaborative session was held to review, confirm the accuracy of, and ensure consistency among the generated categories. During this collaborative session, the first author facilitated an open discussion aimed at resolving discrepancies among the researchers and synthesizing the findings in alignment with the research questions. Divergent interpretations were addressed through reflective dialogue to reach consensus, and the third author was involved as the third coder to validate the results and enhance the credibility of the review process.

FINDINGS

The findings are presented based on each research question and followed by its subcategories.

RQ 1: What emerging trends characterize the use of ChatGPT?

Subcategories for this research question include studies by year, participants' academic background/context, and methodological approach adopted. [Figure 2](#) depicts the number of articles by year. The year 2023 marks the initial publication of an article (n=1) documenting the use of ChatGPT in the Indonesian EFL context. In contrast, 2024 has emerged as the year with the highest volume of publications (n=11). Concerning the educational level of research participants, universities represent the most prevalent setting for research (n=10), while two other studies recruit EFL teachers and students. This is demonstrated in [Figure 3](#).

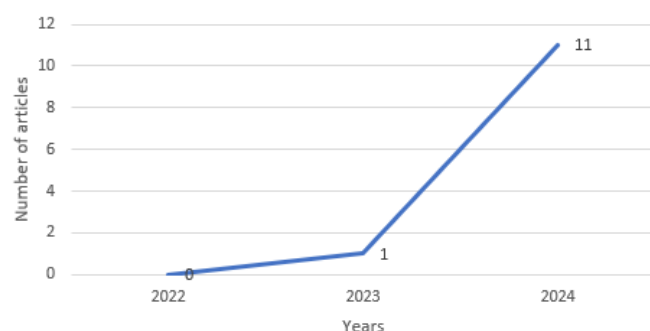
Figure 2*Annual Distribution of Published Articles*

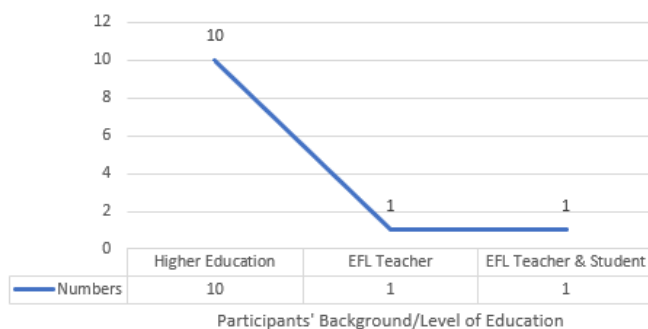
Figure 3*The Educational Background and Level of Education of the Research Participants*

Table 3 provides a detailed overview of the methodological approach used in the 12 selected empirical articles. The majority of studies adopted qualitative approaches (n=8), encompassing case studies (n=5), phenomenology (n=2), and narrative inquiry (n=1). Quantitative methodology was represented by a cross-sectional survey (n=1), while two studies implemented mixed-methods approaches. Furthermore, one study utilized a research-based design.

Table 3*Methodological Approaches Employed in The Selected Articles*

Research Methods	Quantity	Studies
Qualitative	8	Gozali et al. (2024), Kusuma et al. (2024), Marzuki et al. (2023), Nugroho et al. (2024), Werdiningsih et al. (2024a), Werdiningsih et al. (2024b), Williyan et al. (2024), Wulandari and Purnamaningwulan (2024)
Quantitative	1	Slamet (2024)
Mixed-methods	2	Hastomo et al. (2024), Oktarin et al. (2024)
Not mentioned	1	Arifin et al. (2024)

RQ 2: How is ChatGPT applied within the context of ELT research in Indonesia?

The various uses of ChatGPT in academic research can be classified into distinct categories, as presented in Table 4. The examined articles encompass various applications within language education, including content/idea generation, feedback, instant revision and linguistic refinement, paraphrasing and grammar checking, developing teaching materials, lexis and collocation, personalized learning/strategy, coherence, and cohesion.

Many studies underscore the importance of ChatGPT in facilitating content generation, particularly idea generation. For instance, Werdiningsih et al. (2024a) reported that the participants employed ChatGPT to facilitate brainstorming and idea generation before initiating the essay drafting process. This preliminary interaction with the AI supports the organization of ideas and the development of a structured outline. With this foundation established, the essay is written independently. After the draft is completed, ChatGPT is employed again to review and refine the text, ensuring that the completed work is refined and devoid of inaccuracies. This approach exemplifies a deliberate and effective integration of AI to improve the writing process.

In relation to personalized learning, Marzuki et al. (2023), drawing on a teacher's perspective and experience with using ChatGPT in the instructional process, argued that ChatGPT facilitates personalized learning by providing customized, real-time support that enhances students' grammar, vocabulary, and coherence, assisting them in developing their writing capabilities.

Table 4*The Utilization of ChatGPT in the Studies*

ChatGPT uses	Quantity	Studies
Content/idea generation	7	Arifin et al. (2024), Hastomo et al. (2024), Kusuma et al. (2024), Slamet (2024), Werdiningsih et al. (2024a), Williyen et al. (2024), Wulandari & Purnamaningwulan (2024)
Feedback, instant revision, and linguistic refinement	6	Hastomo et al. (2024), Kusuma et al. (2024), Marzuki et al. (2023), Nugroho et al. (2024), Oktarin et al. (2024), Wulandari & Purnamaningwulan (2024)
Paraphrasing and grammar-checking	4	Arifin et al. (2024), Oktarin et al. (2024), Werdiningsih et al. (2024b), Wulandari & Purnamaningwulan (2024)
Teaching materials	3	Arifin et al. (2024), Oktarin et al. (2024), Werdiningsih et al. (2024b)
Vocabulary and collocation	2	Oktarin et al. (2024), Wulandari & Purnamaningwulan (2024)
Coherence and cohesion	2	Arifin et al. (2024), Wulandari & Purnamaningwulan (2024)
Personalized learning/strategy	2	Marzuki et al. (2023), Nugroho et al. (2024)

RQ 3: What are the benefits and drawbacks of ChatGPT according to the studies examining ChatGPT's role?

This research question focused only on the benefits and drawbacks that resulted in the published articles investigating the use of ChatGPT. The findings revealed that the benefits of using ChatGPT lie under the following themes: grammar-checking, resources, idea generation, vocabulary development, and feedback. In contrast, the drawbacks fall under these themes: over-reliance, ethical issues, information accuracy, cultural context, bias, and prompts.

ChatGPT serves as an effective grammar-checking tool by identifying and correcting a wide range of grammatical errors, ensuring clear and polished writing (e.g., Arifin et al., 2024; Gozali et al., 2024; Werdiningsih et al., 2024). Furthermore, this tool is a versatile resource for teaching, offering tools for grammar explanations, vocabulary building, and interactive practice (e.g., Hastomo et al., 2024; Wulandari & Purnamaningwulan, 2024). ChatGPT also serves as a valuable tool for idea generation, assisting users in brainstorming creative concepts and exploring diverse perspectives on a range of topics (Gozali et al., 2024; Marzuki et al., 2023; Nugroho et al., 2024; Werdiningsih et al., 2024b). Besides, this AI tool offers context-based examples to help learners expand their word knowledge (e.g., Marzuki et al., 2023; Werdiningsih et al., 2024a; Werdiningsih et al., 2024b). Finally, ChatGPT provides comprehensive and formative feedback on various dimensions of written composition, including grammatical accuracy, organizational structure, and textual coherence. It enables users to receive prompt and consistent evaluations, assisting them in identifying areas for enhancement. This immediate feedback promotes ongoing learning and contributes to the overall improvement of written work (Oktarin et al., 2024; Slamet, 2024; Werdiningsih et al., 2024a; 2024b).

Conversely, overdependence on ChatGPT can hinder the cultivation of critical thinking and problem-solving skills, as users may increasingly delegate tasks to the tool rather than engaging in independent cognitive processes. It has the potential to diminish creativity and originality by encouraging users to adopt generated content rather than cultivating their own ideas (e.g., Gozali et al., 2024; Marzuki et al., 2023; Werdiningsih et al., 2024b; Wulandari & Purnamaningwulan, 2024). Additionally, using ChatGPT presents ethical challenges, including the risk of disseminating misinformation, facilitating plagiarism, cheating, and the unauthorized application of AI-generated content (e.g., Arifin et al., 2024; Nugroho et al., 2024; Werdiningsih et al., 2024b; Wulandari & Purnamaningwulan, 2024). Besides, the accuracy of ChatGPT's responses is not guaranteed, as the model produces information derived from patterns in its training data rather than from rigorously verified sources (e.g., Kusuma et al., 2024; Nugroho et al., 2024; Slamet, 2024). ChatGPT can manifest biases inherited from its training data, often mirroring societal stereotypes or disparities in representation (e.g., Werdiningsih et al., 2024b). Furthermore, its capacity to comprehend and adapt to specific cultural contexts is constrained, which may lead to misinterpretations or oversimplifications in its responses (e.g., Nugroho et al., 2024; Werdiningsih et al., 2024a). Finally, the precision and clarity

of prompts are fundamental in influencing the responses generated by ChatGPT. Carefully formulated prompts are more likely to yield accurate, pertinent, and comprehensive answers, whereas vague or unclear prompts may result in incomplete or irrelevant responses. This leads to difficulty for its users (e.g., [Arifin et al., 2024](#)).

Another study by [Marzuki et al. \(2023\)](#) reported EFL teachers' views on using AI tools such as ChatGPT. The study revealed that the teachers underscored both the advantages and limitations of AI integration. Certain instructors perceived these technological tools as valuable resources for addressing challenges and fostering idea generation. In contrast, others expressed concerns about the potential for overdependence, which might impair critical thinking and individual creativity. It highlighted the necessity of balanced AI usage, encouraging creativity and autonomous thinking.

DISCUSSION

This systematic review indicates that 2024 marks the year with the highest volume of publications concerning research on using ChatGPT in the Indonesian EFL context, indicating a growing interest among educators and researchers in leveraging this tool for language teaching and learning. This trend suggests that ChatGPT is increasingly being utilized due to its multifunctional capabilities, including supporting autonomous language learning, generating instructional content, and streamlining teacher workflows ([Li et al., 2024](#)). [Lestari's \(2024\)](#) systematic review further underscores ChatGPT's role in promoting personalized learning through real-time responses and adaptive feedback, thereby addressing individual learner needs and enhancing academic outcomes. Additionally, [Meniado \(2023\)](#) emphasizes that ChatGPT facilitates English language instruction by enabling educators to design context-specific lesson plans, generate tailored teaching resources, support both formal and informal learning environments, evaluate second language (L2) development, and provide rapid, individualized feedback. Similarly, [Wulandari and Purnamaningwulan \(2024\)](#) highlight that ChatGPT improves teaching efficiency by assisting in lesson preparation and the creation of student-centered English learning materials. Given the numerous benefits of ChatGPT, it is highly likely that research on its use in language education contexts will continue to grow in the coming years.

The finding also revealed that the majority of the participants in the examined studies are situated within the context of higher education. Two systematic review studies by [Lestari \(2024\)](#) and [Lubis et al., \(2024\)](#) also support this finding, indicating that most research on the use of ChatGPT has been conducted within the context of higher education. In another study, [Nugroho et al. \(2024\)](#) also examined lecturers' experience of ChatGPT as a language learning tool. Based on this finding, it can be inferred that lecturers and university students utilize ChatGPT to address their educational needs. [Shabbir et al. \(2024\)](#) argued that integrating ChatGPT into educational contexts allows us to improve educational quality through innovative and personalized learning experiences. ChatGPT demonstrates significant developmental potential, which could drive substantial transformations in education and exert a lasting influence on higher education practices ([Yu et al., 2024](#)).

While the findings align with global research trends, a critical concern emerges regarding the uneven distribution of studies on the use of ChatGPT across different levels of the Indonesian education system. Existing research is predominantly focused on higher education settings, involving university lecturers and students (e.g., [Nugroho et al., 2024](#); [Wulandari & Purnamaningwulan, 2024](#)), which restricts the applicability of findings to other educational levels, such as primary and secondary schools. This imbalance overlooks the distinct pedagogical needs, technological infrastructures, and policy frameworks governing the use of AI tools in these lower levels of education. As a result, the current body of literature tends to reflect the experiences of stakeholders in relatively well-resourced and digitally literate academic environments, while neglecting the realities and challenges faced in secondary and elementary school contexts. To ensure a more inclusive and equitable integration of ChatGPT into Indonesian EFL education, future research should extend its scope to explore the implementation, effectiveness, and policy implications of AI-assisted learning across all educational levels.

In terms of research methodology, the majority of studies reviewed employed a qualitative approach, reflecting a strong emphasis on in-depth exploration of ChatGPT's role as a supplementary digital tool in EFL educational settings. Qualitative methods are particularly effective in capturing nuanced insights into user experiences, making them valuable for investigating unique or context-specific phenomena (Lim, 2025). Several studies focused on examining how students and educators interact with ChatGPT, contributing to a growing understanding of its perceived usefulness and pedagogical implications. Meanwhile, other studies employed quantitative and mixed-methods designs to explore participants' perspectives by using surveys and questionnaires for quantitative data collection, and interviews to obtain qualitative insights. Critically, this indicates there are methodological imbalances in the studies.

In other words, this inequality highlights a methodological gap in the literature regarding empirical evidence of ChatGPT's effects on learning outcomes. To address this gap, further research employing quantitative or mixed-methods designs is needed to evaluate the effectiveness of ChatGPT-assisted language learning rigorously. Phakiti (2014) underscores that quantitative methods, particularly experimental designs, enable researchers to determine the impact of specific instructional strategies on learner performance. Complementing this, Ivankova and Greer (2015) argue that mixed-methods research provides a more holistic perspective by capturing not only cognitive dimensions of language learning but also the social, cultural, and political factors that influence the development of language competence. Therefore, extending the current available research using different research paradigms can offer more robust and contextually grounded insights into the pedagogical value of ChatGPT in EFL settings.

The findings also reveal that ChatGPT is predominantly employed as a tool for generating ideas and content tailored to users' educational objectives in the studies reviewed. This employment also implies the benefit of using ChatGPT in language education. These findings lend support to the previous studies conducted in the Indonesian context (e.g., Lestari, 2024; Lubis et al., 2024). The study by Lestari (2024) reported that ChatGPT supports students by summarizing texts, generating ideas, and simplifying complex concepts for research and writing. It assists educators in planning lessons, creating assessments, and providing timely feedback, reducing their workload. For administrators, it aids in data analysis to inform curriculum and resource planning. Another study by Lubis et al. (2024) reported that ChatGPT is widely recognized as a sophisticated personal learning tool. Its ability to deliver rapid, repeatable responses to user inputs enhances the efficiency of the learning process and supports teachers in improving instructional productivity. Moreover, ChatGPT has the potential to contribute to the development of students' language proficiency.

Beyond the Indonesian context, similar findings were reported by Mogavi et al. (2024), who emphasized ChatGPT's role in supporting educators in attaining their educational goals. Additionally, ChatGPT is also utilized to offer feedback on users' writing and assignments. In line with this, Allen and Mizumoto (2024) observed that learners perceived ChatGPT's feedback as highly valuable and applicable to their writing, affirming its effectiveness as a proofreading and editing tool. Its accuracy, reliability, and simplicity of incorporating suggested corrections into students' writing were also emphasized. Moreover, prompts designed to summarize corrections were particularly effective in identifying grammatical, lexical, spelling, and structural issues (Barrot, 2023; Huang, 2023). The various ways ChatGPT is used are based on the benefits this AI tool offers, making it a valuable and applicable tool for language teaching and learning assistance. To conclude, the use of ChatGPT in the Indonesian ELT context offers substantial benefits for language learning and writing development by providing effective grammar correction, vocabulary support, idea generation, and immediate formative feedback.

The drawbacks highlighted in this review, including over-reliance on technology and ethical concerns, are consistent with findings from numerous studies conducted across various disciplines and countries. For example, Zhou et al. (2024) identified prevalent ethical challenges associated with ChatGPT, such as bias, privacy breaches, and potential misuse. Similarly, Almarzouqi et al. (2024) provided an extensive review that also emphasized ethical issues, including data privacy, technological

dependence, inherent biases, and concerns regarding the integrity of student work. [Duhaylungsod and Chavez \(2023\)](#) further argued that excessive reliance on AI could undermine students' originality and creativity. Additionally, their dependency on technology for information retrieval may impair their critical thinking and independent problem-solving abilities. Similar findings were also reported by [Nugroho et al. \(2024\)](#), who identified ethical concerns and information inaccuracy as two major limitations associated with the use of this AI chatbot in the Indonesian ELT context.

Considering the advantages and disadvantages of ChatGPT, it is essential for users to adopt methods for mitigating these issues, with a particular focus on the Indonesian EFL educational setting. As [Teng \(2024\)](#) concludes in his study, effectively leveraging ChatGPT's potential requires the implementation of specific strategies designed by educators to foster a balanced, ethical, and effective learning environment. These strategies may include integrating AI literacy into the curriculum (see [Ma et al., 2024](#); [MacCallum et al., 2024](#); [O'Dea & Ng, 2024](#); [Tseng & Warschauer, 2023](#)), implementing supportive institutional policies (see [Simatupang et al., 2025](#)), and adopting innovative pedagogical approaches developed by educators as complementary support (see [Muthmainnah et al., 2024](#)). However, the effectiveness of these strategies might depend not only on their design but also on how well they are contextually adapted, systematically implemented, and reinforced through continuous professional development and institutional support. Therefore, further research is needed to examine their practical application and impact within specific educational contexts, particularly in Indonesia.

CONCLUSION

This study investigated published articles on the use of ChatGPT in the Indonesian EFL context through a systematic review methodology. The findings indicate that 2024 has seen the highest number of publications on this topic, with higher education being the most frequently studied setting and qualitative approaches emerging as the predominant research method. The reviewed articles explore a variety of ChatGPT applications in language education, including content and idea generation, feedback provision, instant revision and linguistic refinement, paraphrasing and grammar checking, teaching material development, lexis and collocation enhancement, personalized learning strategies, and improving coherence and cohesion. In terms of benefits and drawbacks, the study identified key advantages, such as grammar-checking, access to resources, idea generation, vocabulary development, and feedback. Conversely, the primary drawbacks include over-reliance, ethical concerns, inaccuracies in information, lack of cultural context, inherent biases, and issues related to prompt usage.

The implication of the present study offers a future research agenda. First, research should extend beyond the higher education domain to encompass studies within secondary education contexts. Second, there remains a significant gap in the Indonesian EFL context regarding the examination of ChatGPT's effectiveness, particularly through the use of purely quantitative or mixed-method approaches, which future research should prioritize addressing. Third, the absence of studies focusing on specific strategies to address the limitations of ChatGPT in educational applications underscores the need for exploration in this area. Ultimately, undertaking longitudinal research is essential for evaluating the sustained impact of ChatGPT utilization within educational language settings, particularly investigating the proposed strategies to mitigate the rising challenges while leveraging the benefits.

While this research contributes to the understanding of ChatGPT use in the Indonesian EFL context, it is not without limitations. This systematic literature review relies solely on a single database, Scopus, and includes only research articles and book chapters, potentially narrowing the scope of the findings. Moreover, the study is confined to the EFL context in Indonesia, limiting its generalizability to other contexts. Future research should aim to address these limitations by incorporating multiple databases, exploring diverse publication types, and broadening the scope to include different educational and linguistic settings. Despite its limitations, this study provides a valuable foundation for understanding the role of ChatGPT in Indonesian EFL education. By expanding future

investigations in scope and methodology, researchers can generate more comprehensive insights and contribute to the global discourse on AI integration in language learning.

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CONFLICT OF INTEREST STATEMENT

There is no conflict of interest reported by the authors.

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Appendix 1

Lists of selected articles

Author(s)	Year	Title
Muhammad Ahkam Arifin Ahmad Ardillah Rahman Arifuddin Balla Ashabul Kahfi Susanto Andi Citra Pratiwi	2024	“ChatGPT Affordances and Indonesian EFL Students’ Perceptions in L2 Writing: A Collaborative Reflexive Thematic Analysis”
Imelda Gozali Alberik Ryan Tendy Wijaya Anita Lie Bambang Yudi Cahyono Nunung Suryati	2024	“ChatGPT as an automated writing evaluation (AWE) tool: feedback literacy development and AWE tools’ integration framework”
Tommy Hastomo Berlinda Mandasari Utami Widiati	2024	“Scrutinizing Indonesian pre-service teachers’ technological knowledge in utilizing AI-powered tools”
I Putu Indra Kusuma Marianus Roni Kadek Sintya Dewi Gede Mahendrayana	2024	“Revealing the Potential of ChatGPT for English Language Teaching: EFL Preservice Teachers’ Teaching Practicum Experience”
Marzuki Utami Widiati Diyenti Rusdin Darwin Inda Indrawati	2023	“The impact of AI writing tools on the content and organization of students’ writing: EFL teachers’ perspective”
Arif Nugroho Erna Andriyanti Pratomo Widodo Ira Mutiaraningrum	2024	“Students’ appraisals post-ChatGPT use: Students’ narrative after using ChatGPT for writing”
Irene Brannita Oktarin Betty Magdalena Aksendro Maximilian	2024	“Leveraging ChatGPT to enhance students’ writing skills, engagement, and feedback literacy”
Joko Slamet	2024	“Potential of ChatGPT as a digital language learning assistant: EFL teachers’ and students’ perceptions”
Indah Werdiningsih Marzuki Diyenti Rusdin	2024	“Balancing AI and authenticity: EFL students’ experiences with ChatGPT in academic writing”
Indah Werdiningsih Marzuki Inda Indrawati Diyenti Rusdin Francisca Maria Ivone Yazid Basthomi Zulfahreza	2024	“Revolutionizing EFL writing: unveiling the strategic use of ChatGPT by Indonesian master’s students”
Aldha Williyen Sri Wuli Fitriati Hendi Pratama Zulfa Sakhiyya	2024	“AI as co-creator: Exploring Indonesian EFL teachers’ collaboration with AI in content development”
Mega Wulandari Rina Astuti Purnamaningwulan	2024	“Exploring Indonesian EFL pre-service teachers’ experiences in AI-assisted teaching practicum: benefits and drawbacks”

Appendix 2

Sample spreadsheet: Literature review coding matrix

No.	Author(s), Year	Title	RQ1.1: Year of Study	RQ1.2: Education Level/Context	RQ1.3: Research Method	RQ2.1: ChatGPT Use in the Classroom	RQ3.1: Benefits	RQ3.1: Challenges	Rating	Notes
1.	A (2024)	Exploring ...	2024	Tertiary level	Qual (case)	Feedback	Engagement	Inaccurate	High	Strong methodology and clear explanation
...	Etc.									
12.	...									