

EFL Students' Perceptions of the Impact of ChatGPT Usage on Critical Thinking Skills

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Article History: 19th of January 2025; Accepted date; 27 February 2025; Published
date: 27 February 2025

ABSTRACT

This study aims to investigate the students' perceptions on the usage of ChatGPT toward their critical thinking skills in the EFL classroom and the challenges faced by the students in using ChatGPT in the EFL classroom. The research is conducted in the form of a mixed-method research design. It uses questionnaires and interviews to collect the research data. The results of the study show that the students have positive perceptions on the usage of ChatGPT to enhance their critical thinking skill in the EFL classroom. The second finding is that there are two challenges faced by the students, the tool's inaccurate feedback and also the student's tendency to overreliance on the tool.

Keywords: ChatGPT, Critical Thinking, EFL Classroom

1. Introduction

In language learning, critical thinking plays an important role. It is required especially in English as a Foreign Language (EFL) setting where students need to analyze, evaluate, and create or produce any language products in terms of communication in a foreign language setting. Ennis (1993) elaborates that the critical thinking process involves the reasonable and reflective thinking which is focused on the decision to believe or do something. The skill of critical thinking is so crucial for learning a foreign language because they need to be able to overcome the linguistic, cultural and cognitive challenges. Furthermore, Paul & Elder (2006) points out that this skill has a really strong connection to the ultimate purposes of EFL. It is important to maintain effective communication and problem-solving on the communication barriers that they face in the communication. For example, Permatasari & Susanto (2024) mention in the practical level that, in writing text, the students need to be able to organize the ideas and support them with arguments in a coherent and cohesive way. That is one of the examples that shows how important the critical thinking skill in the EFL classroom is.

In a deeper perspective, critical thinking covers several aspects which are the analysis, evaluation, inference explanation, and self-regulation (Facione, 1990). The analysis deals with the activity of making sense of the relations among ideas. Next, the evaluation processes the assessment of the validity of the arguments or sources of information and the interference pays attention to the activity of drawing conclusions logically. The last, self-regulation, includes the process of thought adaptation. These parts of critical thinking can support the students to participate and engage in the language learning process especially when it comes to the language tasks in the classroom. To connect those two important aspects, Zarei (2016) explains that it requires a specific strategy to foster the critical thinking skill in the EFL classroom like using computer-based context. In addition, according to Warschauer (2000), the integration of technology and language learning enables more chances for collaboration and interaction which are so important to the language learning environment in developing the higher-level order of thinking.

Fortunately, the vast development of Information Technology (IT) has now reached the stage where it has penetrated deeper into human life aspects. The educational practice is also the field where the impact of the IT rapid development has reached into. Jowallah (2024) states that the urgency to integrate AI technology to the curriculum is inevitable. It now presents the newest technology called Artificial intelligence (AI) and one of the products is Chat Generative Pre-Trained Transformer (ChatGPT). This product is created by an AI research company called OpenAI. It provides some features that enable natural language processing. It can process human-like conversation. In the language learning setting, this technology can serve a role as a tool for the students in generating ideas, structuring the arguments and selecting the proper and accurate language use. Sabur et al (2023) moreover adds that the students who are difficult to understand the materials from the instructors tend to move to learn using IT.

The usage of ChatGPT is also in line with the perspective of constructive ideas in the learning process. According to Jonassen & Rohrer-Murphy (1999), It can further promote active and inquiry-based learning in the classroom. For example, students can get the opportunities to do exploration, experiment, and build knowledge. In this term, by using ChatGPT, the development of students' critical thinking can be developed by enabling them to propose questions, provide any alternatives, perspectives, and reflection of ideas. In addition, Brookfield & Preskill (2012) also states that the interaction between students and AI gives a chance for all critical thinking's mental activities to fulfill like questioning assumptions, exploring different viewpoints and being engaged in the practices of metacognitive processes.

In addition, from the perspective of sociocultural theory proposed by Cole & Scribner (1978), tools like ChatGPT can be the medium of learning. This theory proposes the concept that learning takes place through social interaction which can help students to promote the students' cognitive development. ChatGPT, in the context of language learning, can be the tool for the students to get immediate feedback, accurate language use and promote explorative learning. Moreover, according to Bloom's Taxonomy (Wilson, 2016) the students' interaction with AI can also develop higher-order thinking skills, analysis, evaluation, and creation, which can facilitate a successful academic process.

Beside those positive impacts that can potentially help the students to develop their critical thinking in language learning, there are also some points that must be considered in terms of the level of students' autonomy and critical thinking. Huang et al (2023) state that AI in language learning plays an important role but there are some issues still under investigation. Moreover, Selwyn (2021) states without any careful implementation, the integration of the AI and language learning in the classroom can create a drawback in the form of over dependency toward that tool. This over reliance can drive the situation where students fail to maximally develop their critical thinking. The over reliance makes the students rely only on the ChatGPT's responses and are not

eager to develop their problem-solving skills. This will make them fail to learn something deeper and participate in meaningful learning.

Moreover, the usage of ChatGPT in the EFL classroom has a potential of bias and inaccurate responses and information where the students with lower evaluation ability will not be able to filter the information. That situation will also probably be very problematic for the integration of ChatGPT in the classroom. Therefore, this study is aimed to investigate to answer the following questions:

1. How is the students' perception on the usage of ChatGPT toward their critical thinking skills in the EFL classroom?
2. What are the challenges faced by the students in the usage of ChatGPT in the EFL Learning?

2. Methodology

This study is a mixed-method research design. It combines two types of approaches, quantitative and qualitative, in identifying the research problems in this context of study (Creswell, 2016). This design is appropriate to investigate the complex educational phenomena (Tashakkori et al., 2020). The participants involved in this study are 30 students of the English education department from four different universities in central java and west Kalimantan or Borneo. Their English proficiency is at a varied level.

The techniques of collecting data in the research are questionnaire and interviews. The first is used to collect data related to the students' perception on the usage of ChatGPT and the impact on their critical thinking skill toward 30 participants of the research. It covers the aspects of critical thinking skill including the analysis, evaluation, inference explanation, and self-regulation in relation to the usage of ChatGPT in their EFL classroom. And the second instrument is used to collect deeper information and data about the students' experiences related to the benefits and challenges in using ChatGPT in the EFL classroom. In the interview, there are five participants who are willing to get involved in this stage. All of the items and questions in the questionnaire and interview are validated through content validity arranged based on the theory from Facione which are adapted to this research context.

Related to the data analysis, the quantitative data from the questionnaire is analyzed by descriptive statistics. The method includes the presentation on the trends and patterns from the students' responses. The analysis focuses on the overview of the students' perceptions on the usage of ChatGPT in EFL classroom and what the challenges that they face are. While the qualitative data from the interview is analyzed by classifying information or data based on the recurred topic that emerges through the interview. The information focuses on going deeper on their perception of ChatGPT usage by students and also the issues that they encounter during the process.

3. Result and Discussion

The data of the research are presented into two parts. The first is the data from the questionnaire and then the second one is from the interview. Later, the next part is about the discussion related to the data collected from two instruments employed in this research.

3.1. The questionnaire data on the students' perception on the usage of ChatGPT toward their critical thinking skill

The result of the questionnaire is summarized in table 1. It presents in detail responses to the points being asked to the research participants. The table presents the responses in quantitative

data. Each statement covers the area of critical thinking skills which are being investigated in relation to the usage of ChatGPT in the EFL classroom.

Table 1. The students' perception on the usage of ChatGPT toward their critical thinking skill

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	ChatGPT is effective to help me analyze the grammatical structure of sentences in the EFL classroom.	7	17	4	2
2	ChatGPT is helpful for me in generating ideas for speaking activity and writing a composition in EFL classroom.	8	17	2	3
3	ChatGPT helps me to improve my ability in evaluating different perspectives in reading and listening comprehension tasks in the EFL classroom.	6	14	9	1
4	ChatGPT encourages me to think critically about vocabulary choices and their appropriateness in different contexts.	3	19	6	2
5	ChatGPT supports me in solving complex language-related problems, such as understanding idioms or cultural references in texts.	4	11	14	2
6	The ChatGPT features make you over-reliant on them in the EFL classroom activities.	4	11	13	2
7	The Artificial Intelligence (AI) technology in your department has already been integrated properly and appropriately to develop your critical thinking ability in the EFL classroom.	0	20	9	1

Based on the data presented in table 1, there are several conclusions which can be elaborated related to the usage of ChatGPT and its impact on the students' critical thinking in the EFL classrooms. The research findings show how the students perceive the usage of ChatGPT in relation to some different areas of their critical thinking skills. The explanation is presented as follows.

3.1.1. The students' analysis ability in the EFL classroom

The first aspect is the role of ChatGPT in enhancing the students' analytical skill particularly in analyzing the grammatical structures in the EFL classroom. The data from the questionnaire shows that 23.3% of participants strongly agree, 56.7 % agree, 13.3% disagree, and 6.7% strongly disagree that ChatGPT helps them effectively to analyze the grammatical sentences.

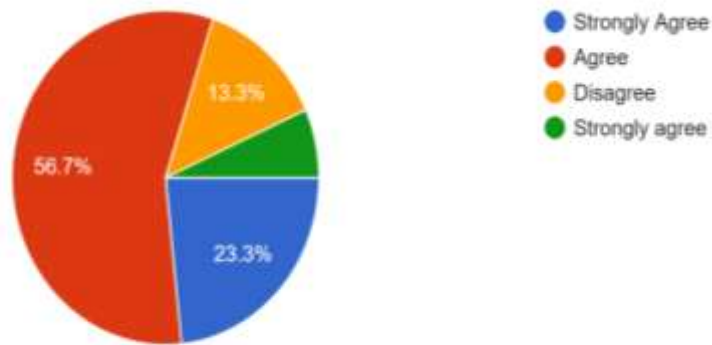


Diagram 1. The participants' perception on ChatGPT to help them in analyzing the grammatical structure of sentences in EFL classroom

The results show an indication that the participants majorly, a combined 80%, perceive that ChatGPT is a reliable tool for them to break down the complex grammatical structure and help to get a better understanding of the formation of a sentence in the EL classroom. On the other side, there are also some minorities of the research participants who responded, 20% in total, to the disagreement of ChatGPT aids in grammatical structures in the EFL classroom.

3.1.2. The students' ability in generating Ideas in the EFL Classroom

The second aspect is related to the ChatGPT's ability to support the process of generating ideas in the EFL classroom. The examples are such as speaking tasks preparation and composing a written text. Based on the data, 26.7% of participants strongly agree, 56.7% agree, 6.6% disagree, and 10% disagree that ChatGPT is supportive for them in this field.

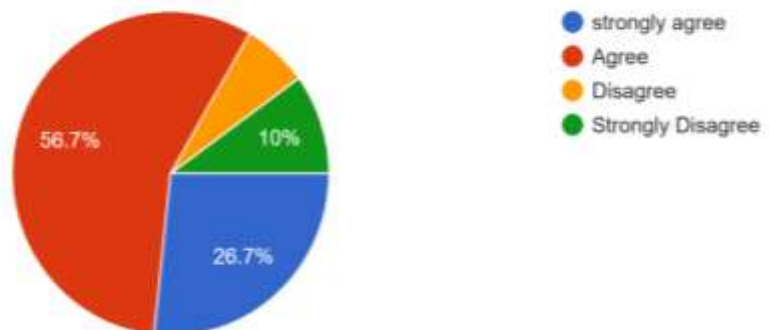


Diagram 2. The participants' perception on ChatGPT in generating ideas for speaking activity and writing a composition in EFL classroom.

That signals that the majority of the participants significantly (83.4%) perceive ChatGPT as a valuable aid in brainstorming and idea generation, which are a fundamental component of critical thinking. The positive perception may emerge from the provided prompts, suggestions, and examples which can help them to tackle the mental blocks during the generating ideas process.

3.1.3. The students' evaluation ability in the EFL classroom

The third aspect deals with the participants' perception on ChatGPT's impact in improving their ability in evaluating information during listening and reading activities in the EFL classroom. The data shows that 20% strongly agree, 46.7% agree, 30% disagree, and 3.3% strongly disagree that ChatGPT supports this skill. In short, 66.7% participants have a positive view and 33.3% show disagreement.

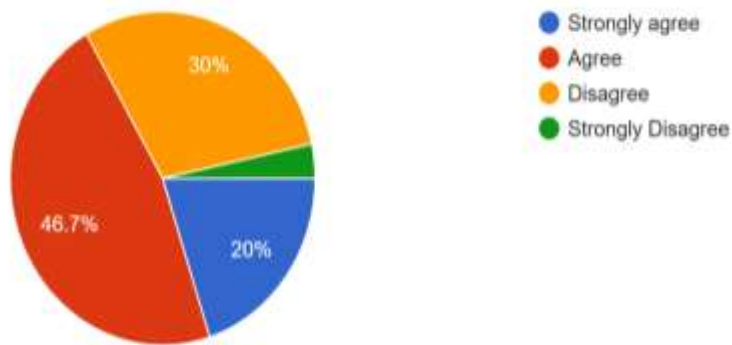


Diagram 3. The participants' perception on ChatGPT in improving their ability in evaluating different perspectives in reading and listening comprehension tasks in EFL classroom.

The data reflects that the students positively make use of ChatGPT to evaluate information or in the other perspective, they also develop their evaluative skills through interpreting and criticizing the outputs, or the feedback provided by the tool.

3.1.4. The students' ability in choosing the appropriate vocabulary in the EFL classroom

The fourth aspect is related to the participants' perception toward ChatGPT in helping them to choose the vocabulary appropriately and use them appropriately in the EFL activities. The findings show that 10% of participants strongly agree, 63.3% agree, 20% disagree, and 6.7% strongly disagree that ChatGPT aids them in this area.

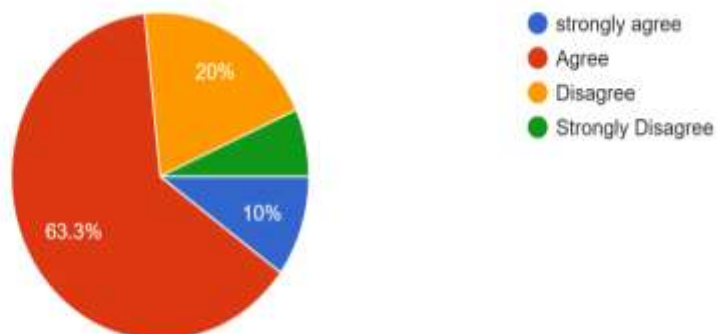


Diagram 4. The participants' perception on ChatGPT in encouraging to think critically about vocabulary choices and their appropriateness in different contexts.

With 73.3% of participants having positive perception in this field, it is a proof where ChatGPT is perceived as a tool which can help them expand and refine their vocabulary. This kind of benefit provided by the tool is so valuable for the students in the EFL classroom. In the context of EFL, students often find difficulties in finding a suitable vocabulary to express and convey their ideas effectively and accurately.

3.1.5. The students' ability in solving problems on the complex structure language

The fifth point is that the area related to the problem-solving ability especially with complex language structures such as idiomatic expressions and culturally attributed language products. The data shows that 10% strongly agree, 66.7% agree, 16.7% disagree, and 6.6% strongly disagree.

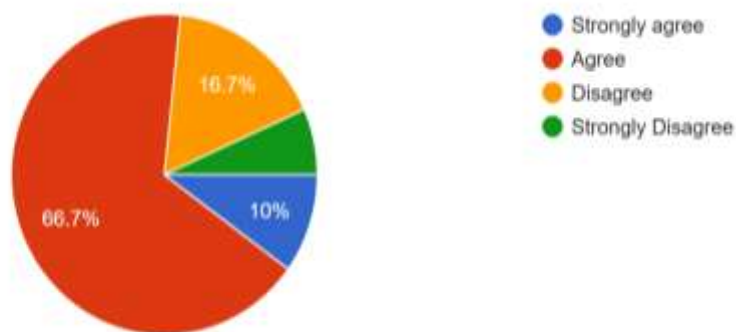


Diagram 5. The participants' perception on ChatGPT in helping to solve complex language-related problems

That indicates the split view among participants. Half of them perceive that they are over dependent on the ChatGPT features while the other half do not have the same perspectives. This finding needs a further and deeper investigation since the issue of overreliance can be a serious problem for the students' critical thinking skill development.

3.1.6. The students' overreliance on ChatGPT

The sixth point is the participants' responses or perception about the potential of overreliance of ChatGPT usage in the EFL classroom. The data shows that 13.3% strongly agree, 36.7% agree, 43.3% disagree, and 6.7% strongly disagree.

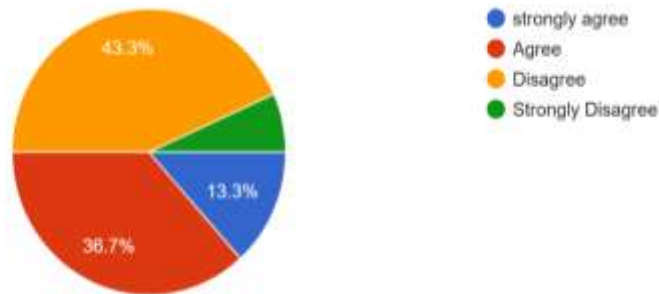


Diagram 6. The participants' perception about the potential of overreliance of ChatGPT usage in the EFL classroom

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3.1.7. The integration of ChatGPT in the EFL classroom

The last point collected from the questionnaire is about the appropriateness and effectiveness of ChatGPT integration into EFL classrooms in their institutions. The data mentions that 66.7% strongly agree, 30% agree, 3.3% strongly disagree that ChatGPT has been properly integrated in their classroom by the institutions.

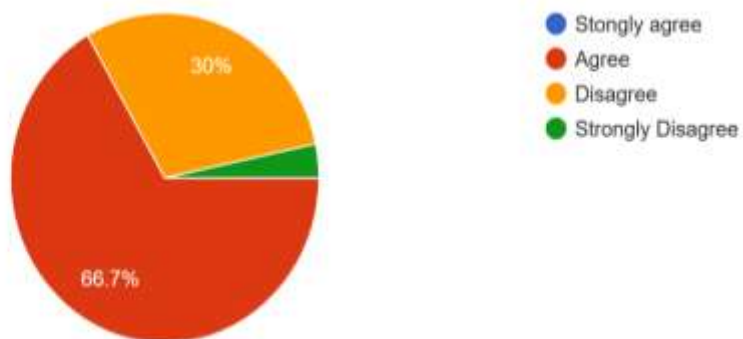


Diagram 5. The participants' perception about the appropriateness and effectiveness of ChatGPT integration into EFL classrooms in their institutions

The high level of positive perception from the students indicate that they appreciate the benefits in the usage of ChatGPT in their EFL environment. It probably has met their needs in developing their academic milestones.

received positive perception from the students across the various aspects of critical thinking in the EFL classroom. However, there is an issue found to be investigated more about the overreliance on the ChatGPT features in the EFL classroom. It should be investigated deeper and detailed in the next part of interview data.

3.2. The data of interview on the usage of ChatGPT in the EFL classroom

In this part, the data from the interview session is presented. The interview used was the structured interview. The questions go deeper to identify on the benefits and the challenges that they face in using the ChatGPT related to their critical thinking skill in the EFL classroom. The data was collected from five participants who are willing to proceed to the session of interview in this study and the rest are not willing to proceed to the next stage of the research.

3.2.1. Participant 1

The first participant shared her perspective that ChatGPT helped her a lot in the EFL classroom to provide the ideas and information in doing the assignments in the classroom. Specifically, she stated that it helped a lot in writing a text in the classroom. For example, she got some benefits in writing tasks in the classroom where the tool provided some feedback which could help her in tackling the ideas block and making the ideas in her writing more structured and effective.

However, on the other side, she also mentions “I feel that sometimes ChatGPT takes a bigger portion of ideas in my writing than me”. This statement concerns the overdependence on ChatGPT features. The interviewee felt that sometimes her original ideas were sometimes influenced by the feedback provided by ChatGPT. Though, she also stated that the tool was so helpful in improving her writing work.

She further elaborated that using ChatGPT was also part of her learning too. It supported her by providing immediate feedback or responses and also new perspectives in writing when she sometimes did not ever think about it before. But she also realizes that it is also important to keep the ideal portion where ChatGPT can be one of the inspiration sources but not the primary. Her personal thoughts must be the dominant one.

3.2.2. Participant 2

The second participant explained that ChatGPT supported him in speaking tasks in the classroom. It provided ideas and arguments for example like debate preparation in generating supporting arguments and their possible counters. In addition, he admitted “those responses from ChatGPT, I used them for comparison with my own arguments”.

The process comparison between the feedback provided by ChatGPT with his own ideas can be the important process where he could refine his arguments and spot the potential weaknesses of his ideas in the speaking tasks. He further explained that he appreciated the tool which encouraged him to think more critically and see from different perspectives when he constructed arguments.

In addition, he motioned that ChatGPT, in the speaking preparation stage, can be also helpful as a resource for practicing pronunciation and exploring new vocabulary. It helped him a lot to do the rehearsal before the speaking performance. speech, discussion, or presentation stage started. So, he came to the conclusion that this tool was effective as a supplementary tool.

3.2.3. Participant 3

The third participant described ChatGPT as an instant and interactive tool to actively get involved with any task given in the classroom. He perceived the tool as a valuable and efficient resource when it could get support in understanding various topics. In addition, when it came to the very limited time and unfamiliar topics to discuss in the EFL classroom, ChatGPT had given him supportive guidance to complete the assignments.

However, he stated “when it comes to the concepts which are very detailed and specific, ChatGPT still often provides inaccurate information, so I needed to evaluate the result again”. That sign that he should have built an awareness to keep the critical evaluation on the feedback generated by ChatGPT. Specifically, he mentioned that inaccurate information often emerged when it was faced with specific and deep context of detailed information. In that kind of situation, a cross-check process was required to do by comparing with the other resources.

Further, he also explained that the process of cross-checking also improved his critical thinking skill, particularly by analyzing and identifying the inaccuracy and bias of the information. He added that ChatGPT could be seen as a useful tool, but the users still needed to recheck whether its responses were still in line with their goal or not.

3.2.4. Participant 4

The fourth participant expressed positive feedback where she accepted that the features in ChatGPT provided the benefits of time-saving to provide sufficient ideas. Furthermore, she explained that the tool instantly helped her in generating ideas so he can focus on refining and organizing those ideas. she uttered “then, I can focus on arranging and developing the ideas based on my needs”.

ChatGPT was very helpful for her when she needed to keep up with a very limited time to finish some EFL tasks or a moment of brainstorming which needed some alternatives ideas. She would specifically focus on other aspects of the tasks like the organization of ideas, coherence, and creativity. The ultimate benefit that she received from the tool was that the tool provoked her to think a new perspective which could enrich her tasks.

In addition, she practically highlighted that ChatGPT gave a helpful contribution to build confidence in tackling some complex tasks. It gave her a sense of security by having an AI tool like ChatGPT which she could rely on. However, she also realized not to rely too much on the tool because her cognitive development would not be well developed.

3.2.5. Participant 5

The last participant of the interview stated that this tool helped me in my classroom tasks. She admitted that it provided her with responsive ideas or solutions that she was facing in her EFL classroom activities. It was always her quick solution in the classroom. But she confessed that she might count on too much of the tool. “This tool just comes up immediately in my head whenever a task is given to me”. She realized that the over-dependency would have a bad influence on her thinking ability.

She further also added that the information provided by ChatGPT is sometimes not accurate and complete enough. Then, she still rechecked them. She needed to verify again the feedback provided by the tool.

Beside the challenges that she faced when she used ChatGPT, she also admitted that the tool also improves her learning experience. It actually supported her in developing ideas more systematically and providing initial ideas to build. The conclusion she made is that the user should be responsible and critical to keep her personal cognitive development

but at the same time she can still maximize the usage of it.

Based on the data collected from the interview, the benefits of the usage of ChatGPT stated by participants are the availability of tools which are interactive, time-saving, and supportive for critical thinking skill development. On the other hand, there are some challenges faced by the participants in the usage of ChatGPT. They are inaccurate on the detail and specific information, and students over dependency toward the tool.

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3.3. Discussion

3.3.1. The students' positive perception on the usage of ChatGPT impact on their critical thinking skill in the EFL classroom

Based on the quantitative and qualitative data both from questionnaire and interview, they show that the students in EFL classroom majorly have positive perception of ChatGPT as a tool that can facilitate them to develop their critical thinking skill. It can be seen from the result of the data from the questionnaire where the participants majorly see that ChatGPT helps them in generating ideas and developing analytical and evaluative skills in the EFL classroom.

That is in line with (Huang et al., 2023), they underline that an AI tool like ChatGPT when it is used by the students in the classroom can be the device providing fast feedback, various alternatives perspectives, and deeper reflection. For example, students can use ChatGPT as their partner in writing an essay. They can use it as a brainstorming tool in composing ideas and sharing perspectives.

Moreover, at a more technical level, it can also support them in improving the quality of grammar and vocabulary choices by offering real-time feedback. It offers some synonyms, and suggests alternative word choice which can support the students' writing skill. Based on the research conducted by Mohebbi (2025) this tool is effective in the form of promoting self-regulated learning especially in areas like grammar correction, conversational practice and writing composition. In addition, Muthmainnah et al (2022) support that AI tools which are used to facilitate learning can support the students' cognitive involvement and critical analysis of language. In addition, students can also build their self-confidence in facing complex writing tasks. The tool can provide structured and organized feedback which can be used as the basis for the students' academic development.

In line with that, Brown & Green (2022) further explain that in promoting critical thinking skill, the problem-based learning integrated AI prompts can make that happen. The findings in their study further explain that as participants of the research realize ChatGPT's potential ability in giving thought-provoking questions and some opposing arguments as the counterparts, they will get different perspectives and sharpen their reasoning skills. In short, ChatGPT based on their study can be the filter tool of intellectual growth of the students where it will support the students to be more and more

active in their learning process.

In addition, according to Chen et al (2024), AI tools like ChatGPT can stimulate the students' metacognitive awareness in language learning. The process takes place when students are thinking to compose the prompts in order to interact with the tool. That research finding is equivalent with the participants feedback in this study where they do not only develop their linguistics skill but also their cognitive skill. It can be stated that ChatGPT can be accepted as a tool that can also help the students to develop their critical thinking and promote autonomy in EFL classrooms.

The last, Darwin et al (2024) also explain that the interaction between AI and humans can create a framework for critical thinking development in the language classrooms. They also further propose that the usage of AI tool can be extended to promote the collaborative critical thinking. AI tool like ChatGPT can improve not only individual but also communal or group-based critical thinking by offering various perspectives feedbacks. For example, the group discussion in the classroom can maximize the exchange of ideas collectively and collaboratively by using ChatGPT. This kind of activity can improve their cognitive development by critically evaluating and discussing the feedback generated by the AI tool.

3.3.2. The challenges faced by students in the usage ChatGPT in developing their critical thinking skill

Based on the quantitative and qualitative data collected in this research, there are two challenges stated by participants in the usage of ChatGPT toward their critical thinking skill in the EFL classroom. The first challenge is about the potential bias and inaccurate responses provided by ChatGPT. It requires activity in the classroom that can promote students to build awareness, identify and make some corrections on the ChatGPT responses.

Pedro et al (2019) states that there is a potential of the AI tool responses that can lead to some ethical issues like the generating process data of AI coming from previous data that might sometimes not match to the other context. In that kind of situation, it requires the instructor to create the activity that can prioritize the student's evaluation thinking skill. For example, the task can be in a simple comparison of authentic text and ChatGPT-generated text. That kind of activity at the same time can help students to handle the issue and also develop their critical thinking skill by the evaluative activity.

The second challenge is the students over dependency or overreliance on the features in the ChatGPT. (Chang & Sun, 2024) states that the integration of ChatGPT should include the significant principle of self-regulation. Students should be actively doing reflection during the interaction with the AI tool. This research finding promotes the usage of ChatGPT in the EFL classroom by students should also include the guided reflection that can help the students gradually prevent themselves from the over dependency to the ChatGPT.

In addition, the findings suggest that due to the lack of digital literacy, students should work hard to meet the effective usage of ChatGPT. Tuxtayevich et al (2024) states that the integration between AI tools in the classroom can succeed the equal development of both students' technical and literacy skills. Those two skills include the ability to understand how AI runs, know its limitations, and strategies to improve their learning process. Moreover, the training or workshops can be conducted by the educators to inform the students with the tool's strengths and potential pitfalls. With that kind of

program, students are already aware about the challenges related to the usage of ChatGPT and see it as a tool for critical thinking and language skill development. The last, related to the issue of overreliance on the ChatGPT, the students should get a clear guidance on how to use ChatGPT correctly. The guidelines will protect the students from misuses of the tool. The misuses can be in the form of over dependence and misinterpretation on the tool. The guidance can be composed in the form of best practices to use ChatGPT in the EFL classrooms. The content can be the best strategies like cross-checking the ChatGPT's feedback to the reliable sources and building academic integrity and ethics. Through these practical steps, the usage of ChatGPT can be maximized so the students can get the benefits of the integration of AI tools to enhance their critical thinking skill in the EFL classrooms.

4. Conclusion

Based on the research findings collected from both quantitative and qualitative data, there are some points to conclude. The first is that the students in EFL classrooms have a positive perception on the usage of ChatGPT in enhancing their critical thinking skill. They perceive the tool as a helping medium in generating ideas, developing the analysis and evaluation skill in EFL learning.

Second, there are also some challenges which are faced by the students when they use ChatGPT in the EFL classroom. They are the biased and inaccurate concepts, information generated by ChatGPT and students' over-dependency on it. It sometimes produces and generates inaccurate responses so students must build the awareness to stay to check critically its responses. The next challenge is about the possibility of the students to be over dependent toward the tool. They over rely on until the level where they gradually feel being carried away and accept all the feedback provided by the tool are correct.

Based on those research findings about the integration of ChatGPT into EFL classrooms, there are some implications that are needed to take into account. The first implication, ChatGPT offers the benefits of ability to provide ideas fast, but the awareness on the accuracy and reliability of the feedback should be concerned. The second, the balancing process is required between the benefits that the students can get from its features and also the limitations. It is the process of building the students' awareness when they use ChatGPT in doing their tasks in the EFL classroom.

Therefore, there are some suggestions to propose. The first is that the usage of ChatGPT in the EFL classroom should include the activity where the students do the critical evaluation on ChatGPT's feedback as a part of building awareness of the inaccuracy in the tool feedback. The purpose is gradually to build awareness about the limitation of ChatGPT in the EFL classroom. Second, there should be some activities, like problem-based, project-based learning, that can lead the students to use the tool as a tool not as the ultimate source of reference. This activity is expected to reduce the over dependence of the student on the tool.

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