

Barriers to the Effective Use of AI-Based Listening Tools among EFL Students in the English Department of Universitas Bhinneka PGRI

Moh. Choirul Huda¹
Universitas Bhinneka PGRI
Email : mc.choi.hu@gmail.com

Submitted: July 3, 2026

Accepted: July 27, 2026

ABSTRACT

Artificial Intelligence (AI) has become an increasingly important tool in English language learning, particularly in supporting listening comprehension. While previous studies have primarily emphasized the benefits of AI-assisted learning, limited research has examined the barriers that students encounter when using AI-based listening tools. This study aimed to explore the barriers experienced by EFL students in using AI-based listening tools for listening practice in the English Department of Universitas Bhinneka PGRI, Indonesia. A qualitative descriptive design was employed using questionnaire responses from 43 students and semi-structured interviews with 10 selected participants. Quantitative data were analyzed using descriptive statistics, while qualitative data from open-ended responses and interviews were analyzed through thematic analysis. The findings identified four major barriers: technological, pedagogical, learner-related, and economic. Technological barriers included unstable internet connections and inaccurate automatic captions. Pedagogical barriers involved limited teacher guidance and insufficient classroom integration of AI tools. Learner-related barriers included limited digital literacy, difficulties in selecting appropriate learning materials, and ineffective learning strategies. Economic barriers mainly referred to restricted access to premium features due to subscription costs. Despite these challenges, students showed positive attitudes toward AI-assisted learning and suggested improvements such as better caption accuracy, offline access, and stronger classroom integration. The study concludes that effective AI-supported listening instruction requires reliable technology, appropriate pedagogical support, students' digital readiness, and equitable access to AI learning resources.

Keywords: Artificial Intelligence, AI-based listening tools, listening comprehension

INTRODUCTION

Artificial Intelligence (AI) has become an important technology in modern education. It has changed the way teachers teach and students learn in many subjects, including English language learning (Huda & Roistika, 2025). In English as a Foreign Language (EFL) education, AI offers new opportunities to improve learning through interactive and personalized activities (Fitriati & Willliyan, 2025). Many AI-based applications provide immediate feedback, help students practice independently, and allow them to learn at their own pace. As a result, AI has been widely used to support English language learning both inside and outside the classroom. This growing use of AI has attracted the attention of researchers and educators who want to understand how AI can improve language learning in different educational settings.

Listening is one of the most important language skills because it helps learners understand spoken English and communicate effectively in real-life situations (Gultom et al.,

2023). However, many EFL students still find listening difficult due to factors such as fast speech, different accents, unfamiliar vocabulary, and limited listening practice (Wulandari & Sintawati, 2021). Traditional listening activities in the classroom are often limited by class time and learning materials, making it difficult for students to practice regularly (Silalahi, 2023). To address these challenges, many students have started using AI-based listening tools such as YouTube Auto-Caption, ELSA Speak, VoiceTube, YouGlish, and LingQ. These tools provide useful features, including automatic captions, speech transcripts, pronunciation feedback, playback speed control, and repeated listening (Huda et al., 2025). Such features allow students to practice listening more independently, understand spoken texts more easily, and improve their listening skills through continuous practice.

Previous studies have reported many benefits of using AI in English language learning. Several researchers found that AI-based tools can improve students' listening comprehension by providing interactive learning activities, immediate feedback, and personalized practice (Aldukhayel, 2021). Other studies also showed that AI can increase students' learning motivation, confidence, and learner autonomy because students are able to practice English anytime and anywhere (He, 2025). In addition, AI-based listening tools help students understand spoken English through features such as automatic captions, speech transcripts, pronunciation feedback, and playback control (Huda et al., 2025). These findings suggest that AI has become a valuable learning resource for supporting listening practice in EFL classrooms as well as independent learning. As a result, the use of AI in language learning continues to receive increasing attention from researchers around the world.

Although previous studies have shown the benefits of AI in language learning, research on the challenges of using AI-based listening tools is still limited. Most studies have focused on students' perceptions, learning outcomes, and the effectiveness of AI in improving language skills. However, less attention has been given to the barriers that may reduce the effectiveness of these tools in real learning situations. Students may face various challenges, such as technical problems, limited access to premium features, lack of teacher guidance, and difficulty selecting appropriate learning materials. These challenges may affect students' learning experiences and prevent them from making full use of AI-based listening tools. In addition, studies that specifically explore these barriers among Indonesian EFL students are still limited. Therefore, further research is needed to better understand the challenges students experience when using AI-based listening tools in higher education.

Based on the research gap discussed above, this study aims to explore the barriers to the effective use of AI-based listening tools among EFL students in the English Department of Universitas Bhinneka PGRI, Indonesia. The study focuses on identifying the main challenges experienced by students when using AI-based listening tools for listening practice and understanding how these challenges influence their learning experiences. It also explores students' suggestions for improving the use of AI in listening instruction. The findings of this study are expected to provide useful information for English teachers, educational institutions, and AI application developers in designing more effective and student-friendly AI-supported listening activities. In addition, this study is expected to contribute to the growing discussion on the integration of AI in English language teaching, especially in the Indonesian EFL context.

Accordingly, this study addresses the following research questions: (1) What barriers do EFL students encounter when using AI-based listening tools? (2) How do these barriers affect students' listening learning experiences? (3) What suggestions do students offer to improve the effective use of AI-based listening tools?

LITERATURE REVIEW

1. Artificial Intelligence in EFL Learning

Artificial Intelligence (AI) has become an important innovation in English as a Foreign Language (EFL) education because it provides personalized learning, immediate feedback, and opportunities for autonomous learning. AI-powered applications support various language skills, including listening, speaking, reading, and writing, while increasing learner engagement and motivation (Kundu & Bej, 2025); (Lo et al., 2024). In Indonesia, AI has also been increasingly adopted in EFL classrooms. (Rahman, 2024) reported that Indonesian teachers perceive AI as beneficial for improving teaching efficiency and supporting language learning. However, teachers also identified challenges related to digital literacy, ethical issues, and technological readiness. These findings suggest that successful AI integration depends on both technological and pedagogical factors rather than technology alone.

2. AI-Based Listening Tools in EFL Education

AI-based listening tools provide features such as automatic captions, speech recognition, adaptive playback speed, and personalized feedback that support students' listening practice. Previous studies have shown that these features improve listening comprehension, learner engagement, and autonomous learning (Jantakoon et al., 2025). In the Indonesian context, research on AI has mainly focused on writing, teachers' perceptions, and general language learning, while studies on AI-assisted listening remain limited (Syairofi et al., 2025). This indicates that the application of AI in listening instruction requires further investigation, particularly from students' perspectives.

3. Research Gap

Although previous studies have demonstrated the educational benefits of AI, most have focused on learning outcomes, technology acceptance, or teachers' perceptions. Limited attention has been given to the barriers experienced by students when using AI-based listening tools, especially in Indonesian higher education. Existing studies also tend to examine technological or pedagogical issues separately, with little emphasis on the interaction between technological, pedagogical, learner-related, and economic factors (Cong-Lem et al., 2025; Kundu & Bej, 2025). Therefore, this study aims to explore the multidimensional barriers experienced by Indonesian EFL students in using AI-based listening tools for listening practice.

METHOD

This study employed a qualitative descriptive research design to explore the barriers experienced by EFL students when using AI-based listening tools in English language learning. A qualitative approach was chosen because it allows researchers to understand students' experiences, opinions, and challenges in their natural learning context (Borg, 2024). Rather than measuring the effectiveness of AI tools, this study focused on identifying the factors that hinder their effective use in listening practice. The qualitative descriptive design was considered appropriate because it provides a clear and direct description of participants' experiences while allowing important themes to emerge from the data.

The participants of this study were 43 undergraduate students from the English Department of Universitas Bhinneka PGRI, Indonesia. They were selected through convenience sampling based on their willingness to participate in the study. To obtain more detailed information, ten students were purposively selected for semi-structured interviews.

The interview participants represented different levels of experience in using AI-based listening tools, allowing the researcher to obtain a variety of perspectives regarding the challenges they encountered.

Two research instruments were used in this study: a questionnaire and semi-structured interviews. The questionnaire consisted of closed-ended and open-ended questions. The closed-ended items collected information about students' experiences in using AI-based listening tools, particularly the challenges they faced during listening practice. The open-ended questions allowed students to explain the difficulties they experienced and provide suggestions for improving the use of AI in listening learning. Semi-structured interviews were conducted with ten selected participants to obtain deeper information about the barriers they encountered and the strategies they considered helpful for overcoming those challenges.

The data were analyzed in three stages. First, the questionnaire data related to students' challenges were analyzed using descriptive statistics to identify the most common barriers experienced by the participants. Second, responses to the open-ended questions and interview transcripts were analyzed using thematic analysis. The researcher coded the data, grouped similar responses into categories, and developed broader themes representing the main barriers experienced by students. Finally, the findings from the questionnaire and interviews were compared through data triangulation to improve the credibility of the results.

RESULT AND DISCUSSIONS

A. Result

This section presents the findings of the study based on questionnaire responses from 43 EFL students and semi-structured interviews with 10 selected participants. The analysis focuses on the barriers students experienced when using AI-based listening tools for listening practice. Data from the questionnaires, open-ended responses, and interviews were analyzed to identify common patterns and themes related to students' experiences. The findings are organized into several themes that describe the main barriers encountered by students, followed by their suggestions for improving the use of AI-based listening tools in English language learning.

1. *Technological Barriers*

Technological barriers emerged as one of the main challenges experienced by students when using AI-based listening tools. Although these tools offer various features to support listening practice, several technological issues reduced their effectiveness. The questionnaire results showed that internet connection problems, inaccurate automatic captions, technical errors, and speech recognition issues were among the most common difficulties reported by the participants. These problems often interrupted listening activities and affected students' understanding of spoken English.

The open-ended questionnaire responses revealed that unstable internet connections were the most frequently mentioned challenge. Many students explained that AI-based listening applications could not function properly without a reliable internet connection. In addition, inaccurate captions and transcription errors often caused misunderstanding because the displayed text did not always match the spoken words. Some participants also reported technical problems such as slow application performance and difficulties accessing certain features.

The interview findings supported these results. Most participants agreed that AI-based listening tools were helpful for improving listening skills, but their effectiveness depended on the quality of the technology. Several students explained that incorrect captions sometimes

confused them, especially when listening to fast speech or unfamiliar accents. Others mentioned that unstable internet connections frequently interrupted listening practice and reduced their motivation to continue learning.

Overall, the findings indicate that technological factors remain an important barrier to the effective use of AI-based listening tools. Although students generally have positive attitudes toward AI, the reliability of the technology plays a significant role in determining whether these tools can effectively support listening comprehension.

Table 1. Technological Barriers Experienced by Students

No	Technological Barrier	Number of Responses	Percentage
1	Internet connection problems	14	33%
2	Inaccurate captions/transcriptions	9	21%
3	Technical difficulties in using application features	8	19%
4	Accent recognition or pronunciation mismatch	7	16%
5	Other technical distractions	5	11%

2. Pedagogical Barriers

Besides technological issues, pedagogical barriers also affected the effective use of AI-based listening tools. The findings showed that many students needed more guidance from teachers to use AI applications effectively for listening practice. Although AI tools provide many useful features, students were not always sure how to select appropriate learning materials or how to use the available features to improve their listening skills. As a result, many students used the applications only for basic activities and did not fully benefit from their learning potential.

The open-ended questionnaire responses indicated that several students expected clearer instructions from their teachers regarding the use of AI-based listening tools. They also suggested that AI applications should be better integrated into classroom activities rather than being used only for independent learning. Students believed that teacher recommendations, structured listening tasks, and practical demonstrations would help them use AI more effectively and confidently.

The interview findings also emphasized the importance of teacher support. Several participants explained that they learned to use AI applications by exploring the features independently, which sometimes caused confusion and reduced their motivation. Others stated that they would feel more confident if teachers introduced suitable AI applications, demonstrated how to use them, and recommended appropriate listening materials based on students' proficiency levels.

These findings suggest that the successful use of AI-based listening tools depends not only on the quality of the technology but also on effective pedagogical support. Teachers play an important role in helping students understand how AI can be used as a learning tool rather than simply as a source of listening materials.

Table 2. Pedagogical Barriers Identified from Students' Responses

No	Theme	Description	Source
1	Lack of Teacher Guidance	Students reported needing more guidance from lecturers on how to effectively use AI-based listening tools for learning activities.	Open-ended Responses; Interview (P2, P5, P8)

2	Limited Classroom Integration	Students perceived that AI-based listening tools were mostly used for independent learning and were rarely integrated into classroom instruction.	Open-ended Responses; Interview (P1, P4, P7)
3	Insufficient Training or Tutorials	Several students expressed the need for demonstrations or tutorials to understand the features and functions of AI applications.	Interview (P3, P6, P9)
4	Difficulty Selecting Appropriate Learning Materials	Students experienced uncertainty when choosing listening materials that matched their English proficiency and learning objectives.	Open-ended Responses; Interview (P2, P10)
5	Limited Learning Strategies	Some students indicated that they were unsure how to use AI tools strategically to improve listening comprehension beyond repeated listening.	Interview (P1, P5, P9)

Table 2 shows that pedagogical barriers were primarily related to the lack of instructional support rather than technological limitations. The findings indicate that students expected greater involvement from lecturers in introducing AI-based listening tools, providing practical guidance, and integrating these applications into classroom learning. Interview participants also emphasized that teacher demonstrations and structured learning activities would increase their confidence and enable them to use AI tools more effectively for listening practice.

3. Learner-Related Barriers

The findings revealed that learner-related factors also influenced the effective use of AI-based listening tools. Although students generally showed positive attitudes toward AI-assisted learning, not all of them possessed sufficient knowledge and skills to use the available features effectively. Several participants reported difficulties in selecting appropriate listening materials, understanding advanced application features, and developing effective learning strategies. These challenges limited their ability to maximize the benefits offered by AI-based listening applications.

The open-ended questionnaire responses indicated that many students tended to use only the basic functions of AI applications, such as playing videos repeatedly or reading automatic captions. Few students explored additional features, including interactive exercises, personalized recommendations, or pronunciation feedback. Some participants also reported uncertainty in selecting listening materials that matched their English proficiency level, resulting in learning activities that were either too easy or too difficult.

The interview findings further demonstrated that students' digital literacy and self-directed learning skills affected their experiences with AI-based listening tools. Several participants admitted that they were unfamiliar with many application features and relied mainly on trial-and-error to learn how to use them. Others explained that they lacked effective learning strategies and often used AI applications only as media for listening rather than as comprehensive learning tools. These findings suggest that students' readiness and learning strategies are important factors in determining the effectiveness of AI-supported listening practice.

Overall, learner-related barriers indicate that successful AI-assisted listening learning requires more than access to technology. Students also need adequate digital competence, self-regulated learning skills, and the ability to select appropriate learning resources to maximize the educational potential of AI-based listening tools.

Table 3. Learner-Related Barriers Identified from Thematic Analysis

No	Theme	Evidence	Data Source
----	-------	----------	-------------

1	Difficulty Using Advanced Features	Students used only basic functions and were unfamiliar with more advanced features available in AI applications.	Open-ended Responses; Interview (P2, P4, P8)
2	Difficulty Selecting Learning Materials	Students were uncertain about choosing listening materials that matched their English proficiency and learning objectives.	Open-ended Responses; Interview (P1, P6)
3	Limited Digital Literacy	Some participants lacked confidence in exploring new AI applications independently and required additional support.	Interview (P3, P5, P9)
4	Limited Self-Regulated Learning Strategies	Students often relied on repeated listening without using other AI-supported learning features to improve comprehension.	Interview (P4, P7, P10)

Table 3 demonstrates that learner-related barriers were closely associated with students' digital competence and independent learning skills. Rather than being caused by technological limitations, these barriers reflected students' limited experience in utilizing AI applications as comprehensive learning tools. The findings indicate that improving students' digital literacy and self-regulated learning strategies is essential to maximize the educational benefits of AI-based listening tools.

4. Economic Barriers

The findings also revealed that economic factors influenced students' experiences in using AI-based listening tools. Although most AI applications provide free access to basic features, several students reported that premium subscriptions limited their ability to fully utilize the available learning resources. As a result, some participants preferred to use only free features, even though they recognized that additional functions could provide more effective support for listening practice.

The open-ended questionnaire responses indicated that the limited availability of free features reduced students' learning opportunities. Several participants explained that pronunciation feedback, personalized learning paths, and advanced listening exercises were often restricted to paid versions. Consequently, students had to rely on basic functions, such as automatic captions and video playback, to support their listening activities.

The interview findings confirmed that subscription costs were an important consideration for many students. Some participants stated that they were interested in upgrading to premium versions but considered the subscription fees relatively expensive. Others preferred using several free AI applications instead of subscribing to a single premium platform. These findings suggest that financial accessibility remains an important factor affecting the effective use of AI-based listening tools among university students.

Overall, the results indicate that economic barriers do not prevent students from using AI-based listening tools; however, they restrict students' access to advanced learning features that could further enhance listening comprehension and independent learning.

Table 4. Economic Barriers Identified from Thematic Analysis

No	Theme	Evidence	Data Source
1	Premium Subscription Costs	Students considered paid subscriptions relatively expensive for regular use.	Interview (P2, P5, P9)
2	Limited Free Features	Several useful learning features were only available in premium versions.	Open-ended Responses; Interview (P1, P6, P8)

3	Limited Access to Personalized Learning	Students could not fully access personalized feedback and adaptive learning because of subscription restrictions.	Interview (P3, P7)
---	---	---	--------------------

Table 4 indicates that financial limitations mainly affected students' access to advanced AI features rather than their willingness to use AI-based listening tools. Although students appreciated the availability of free applications, they believed that broader access to premium features would improve their learning experiences and support more effective listening practice.

5. Students' Suggestions for Improving AI-Based Listening Tools

Besides identifying the barriers, students also provided several suggestions to improve the effectiveness of AI-based listening tools in English language learning. The suggestions reflected students' expectations regarding technological improvements, instructional support, and accessibility. Overall, students emphasized that AI applications should become more accurate, easier to use, and better integrated into classroom learning.

The open-ended questionnaire responses showed that improving caption accuracy was the most frequently suggested recommendation. Students believed that more accurate captions and transcriptions would reduce misunderstanding during listening practice. They also expected AI developers to simplify application interfaces, provide offline access, and increase the availability of free learning features. Furthermore, several students recommended that teachers integrate AI-based listening activities into classroom instruction and provide guidance on selecting suitable applications and learning materials.

The interview findings supported these suggestions. Participants emphasized that teacher involvement would help them understand the educational potential of AI applications and encourage more effective learning strategies. They also expressed interest in AI applications that offer personalized learning recommendations, adaptive listening exercises, and interactive feedback while remaining affordable for students.

Overall, the findings suggest that improving both technological quality and instructional support would increase the effectiveness of AI-based listening tools. Collaboration among AI developers, teachers, and educational institutions is therefore essential to maximize the benefits of AI for listening instruction.

Table 5. Students' Suggestions for Improving AI-Based Listening Tools

No	Suggestion	Evidence	Data Source
1	Improve Caption Accuracy	Students expected more accurate automatic captions and transcriptions.	Open-ended Responses; Interview (P2, P8)
2	Simplify the User Interface	Students preferred applications with simpler navigation and clearer menus.	Open-ended Responses
3	Increase Free Features	Students hoped more educational features would be accessible without a premium subscription.	Open-ended Responses; Interview (P4, P7)
4	Provide Offline Access	Students suggested offline listening features to overcome internet limitations.	Open-ended Responses
5	Strengthen Classroom Integration	Students expected lecturers to integrate AI tools into listening activities and provide practical guidance.	Open-ended Responses; Interview (P1, P5, P9)

In summary, the findings demonstrate that the effective use of AI-based listening tools is influenced by multiple interconnected factors. Technological limitations, insufficient pedagogical support, learner-related challenges, and financial constraints all contributed to students' experiences when using AI for listening practice. Despite these barriers, students maintained positive attitudes toward AI-assisted learning and offered constructive suggestions for improving the accessibility and educational value of AI-based listening tools. These findings provide the basis for the discussion presented in the following section.

B. Discussion

The findings revealed that technological barriers, including unstable internet connections, inaccurate automatic captions, and speech recognition errors, reduced the effectiveness of AI-based listening tools. These issues frequently interrupted listening practice and affected students' comprehension of spoken English. This finding supports Kundu & Bej (2025), who emphasized that technological reliability is essential for successful AI implementation in EFL learning. Similarly, Cong-Lem et al. (2025) highlighted that inadequate technological infrastructure remains a major obstacle to equitable AI integration. The present study extends these findings by showing that technological limitations directly influence listening comprehension because listening depends on accurate audio input and transcription.

This study also found that students required greater teacher guidance in selecting AI applications, using AI features, and integrating AI into classroom learning. This finding is consistent with Rahman (2024), who reported that AI is most effective when supported by teachers' pedagogical competence. Likewise, Lo et al. (2024) argued that AI should complement rather than replace teachers. Therefore, lecturers should provide structured guidance to help students use AI-based listening tools more effectively.

Furthermore, students' digital competence and self-regulated learning skills influence the effective use of AI-based listening tools. Many participants used only basic application features and experienced difficulties in selecting appropriate learning materials. This finding supports Syairofi et al. (2025) and Kundu & Bej (2025), who emphasized the importance of AI literacy and learner autonomy in technology-enhanced language learning. These results suggest that improving students' digital competence is as important as improving AI technology itself.

Economic barriers also limited students' access to premium AI features that could enhance listening practice. This finding is consistent with Cong-Lem et al. (2025), who argued that accessibility remains a key issue in AI-supported education. Based on these findings, successful AI integration requires collaboration among teachers, educational institutions, and AI developers to improve technological reliability, strengthen teacher support, develop students' AI literacy, and provide more affordable access to AI-based learning resources.

CONCLUSION AND SUGGESTION

This study explored the barriers experienced by EFL students in using AI-based listening tools for listening practice in the English Department of Universitas Bhinneka PGRI, Indonesia. The findings revealed that students encountered four major types of barriers: technological, pedagogical, learner-related, and economic barriers. Although students generally perceived AI-based listening tools as useful for improving listening skills, these barriers limited their ability to fully benefit from the available technologies.

Among the identified barriers, technological issues such as unstable internet connections, inaccurate automatic captions, and speech recognition errors frequently interrupted listening activities. In addition, insufficient teacher guidance, limited classroom integration, and students' limited digital competence reduced the effectiveness of AI-supported learning.

Financial constraints also restricted students' access to premium features that could provide more personalized and comprehensive learning experiences.

The findings demonstrate that the successful integration of AI into EFL listening instruction requires more than simply providing access to AI applications. Effective implementation depends on the interaction between reliable technology, appropriate pedagogical support, students' digital readiness, and equitable access to learning resources. Therefore, improving only one of these aspects is unlikely to maximize the educational potential of AI-based listening tools.

This study contributes to the growing body of research on AI-assisted language learning by providing a comprehensive understanding of the barriers experienced by Indonesian EFL students. Rather than focusing only on the benefits of AI, the study highlights the challenges that need to be addressed to support more effective and sustainable AI integration in English language teaching. It is expected that these findings will assist teachers, educational institutions, and AI developers in designing more accessible, effective, and learner-centered AI-supported listening environments.

BIBLIOGRAPHY

- Aldukhayel, D. (2021). The effects of captions on L2 learners' comprehension of vlogs. *Language Learning & Technology*, 25(2), 178–191. <https://doi.org/https://doi.org/10.64152/10125/73439>
- Borg, C. (2024). Qualitative Naturalistic Research. In *Encyclopedia of Translation and Interpreting (ENTI)* (pp. 1–21). Zenodo.
- Cong-Lem, N., Van Bui, C. N., Nguyen, N. P. N., & Huynh, M. Q. (2025). Bridging or Breaking? A Systematic Review of How Generative AI Shapes Equity in Foreign Language Education. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.70052>
- Fitriati, S. W., & Williyan, A. (2025). AI-enhanced self-regulated learning: EFL learners' prioritization and utilization in presentation skills development. *Journal of Pedagogical Research*, 9(2), 22–37. <https://doi.org/10.33902/JPR.202530647>
- Gultom, Q. Z., Utari, P., & Rahmawati, W. T. (2023). The Importance and Difficulties of Listening Skill: A Description. *EXCELLENCE: Journal of English and English Education*, 3(1), 28–31. <https://doi.org/10.47662/ejee.v3i1.584>
- He, G. (2025). Predicting learner autonomy through AI-supported self-regulated learning: A social cognitive theory approach. *Learning and Motivation*, 92, 102195. <https://doi.org/10.1016/j.lmot.2025.102195>
- Huda, Moh. C., & Roistika, N. (2025). Artificial Intelligence (AI) in English Learning: Advantages, Challenges, and Future Opportunities. *Linguistics and Literature*, 8(1), 96–104.
- Huda, Moh. C., Roistika, N., & Triani, C. N. (2025). Exploring the Use of AI-Enhanced Listening Comprehension Tools by EFL Students in the English Department at Universitas Bhinneka PGRI. *Teaching English and Language Learning English Journal (TELLE)*, 05(03), 290–300. <https://doi.org/https://doi.org/10.36085/telle.v5i3.9602>
- Jantakoon, T., Jantakun, T., Jantakun, K., Pongpanich, W., Pasmala, R., Wannapiroon, P., & Nilsook, P. (2025). The effectiveness of artificial intelligence in English instruction for speaking and listening skills: A meta-analysis. *Contemporary Educational Technology*, 17(4), ep596. <https://doi.org/10.30935/cedtech/17310>

- Kundu, A., & Bej, T. (2025). Transforming EFL Teaching with AI: A Systematic Review of Empirical Studies. *International Journal of Artificial Intelligence in Education*, 35(4), 2281–2314. <https://doi.org/10.1007/s40593-025-00470-0>
- Lo, C. K., Yu, P. L. H., Xu, S., Ng, D. T. K., & Jong, M. S. yung. (2024). Exploring the application of ChatGPT in ESL/EFL education and related research issues: a systematic review of empirical studies. In *Smart Learning Environments* (Vol. 11, Number 1). Springer. <https://doi.org/10.1186/s40561-024-00342-5>
- Rahman, M. A. (2024). Exploring the Integration of Artificial Intelligence in English as a Foreign Language Education in Indonesia. *Pedagogy: Journal of English Language Teaching*, 12(2), 196–212. <https://doi.org/10.32332/joelt.v12i2.9549>
- Silalahi, M. (2023). Innovative Learning in Teaching Listening Comprehension. *Jurnal Pendidikan Bhinneka Tunggal Ika*, 1(4), 260–273. <https://doi.org/10.51903/bersatu.v1i5.387>
- Syairofi, A., Emilia, E., & Purnawarman, P. (2025). The use of ChatGPT in the Indonesian ELT context: A systematic review. *Journal of Research on English and Language Learning (J-REaLL)*, 6(2), 217–234. <https://doi.org/10.33474/j-reall.v6i2.23552>
- Wulandari, R. A., & Sintawati, F. (2021). College Students' Difficulties in Listening Course. *JEDLISH: Journal of Education and English Language Teaching*, 1(1), 9–19. <https://doi.org/10.61664/jedlish.v1i1.15>