The Role of Artificial Intelligence in Learning English for Business Material: Challenges and Ethical Considerations

Syamsinar[1], Marwah Juwita Yusuf[2], Kapriani[3], Indrayani Simpuruh[4], Ray Suryadi[5], Khaerati [6] Muh. Amir [7]

[1,2,3,4,7] STIE Tri Dharma Nusantara, Universitas Sembilanbelas November Kolaka[5]), Universitas Patompo Makassar [6]

Email Correspondence: hinarishine@gmail.com

ARTICLE INFO

ABSTRACT

This study investigated the role of AI tools in English for Business learning, identifies the challenges students face when using these tools, and proposes ethical considerations for their academic use. The researcher employed a descriptive qualitative research design and used purposive sampling to select the participants. The participants consisted of 104 students from STIE Tri Dharma Nusantara. The additional participants were four English lecturers, who discussed the challenges of students' use of AI from their perspectives and offered consideration for ethical AI use in academic contexts. Data were collected through classroom observations, questionnaires, and semi-structured interviews with 6 students. The findings revealed that AI tools play four major roles in English for Business learning: facilitating effective and efficient learning processes, enhancing business communication competencies, serving as references and models, and acting as catalysts for learning rather than substitutes for educators. Survey results indicate moderate to high levels of AI usage among students. However, several challenges were identified, including unnatural or overly general language output, limited contextual and cultural understanding, reduced critical thinking, increased risk of plagiarism, diminished learning motivation, and lower self-confidence. Lecturers highlighted issues related to the similarity of students' work and the difficulty in assessing genuine understanding. In response, this study emphasizes the importance of ethical AI integration through effective prompt design and positioning AI as a supportive learning assistant grounded in students' prior knowledge.

1. **Introduction**

In the era of Industrial Revolution 4.0, English has firmly established itself as the lingua franca and an essential skill for professionals in the business world and management sectors. As the universal language, English is a compulsory subject from secondary through higher education. In higher education, English grows into English for specific purposes to meet the students' needs for different fields that require different language use (Simaremare et al., 2023). As the ESP Part, English for Business focuses on the professional contexts of the business world, economics, and management, and emphasises not only general language proficiency but also communicative competence. The contexts, namely business correspondence, presentations, negotiations, meetings, and report writing, require practical communication skills, including professional correspondence, presentations, negotiations, meetings, and intercultural communication.

The Proficiency in English for Business leads the learners to be successful entrepreneurs and advance in their careers, especially in EFL contexts (Rianita et al., 2022). It means that the way people communicate in business relationships is vital to career success. Today, many native speakers of English are involved in conversations with non-native speakers in a corporate setting (Situmorang et al., 2023). Therefore, learners are expected to master the contextual and pragmatic skills of business communication.

However, the traditional Business English classroom involved the teacher lecturing, often relying on textbooks and teacher-centred instruction, then the students listening and doing the exercises, which frequently makes them feel bored and tedious (Huang, 2024). Another study reported that the lack of business knowledge, such as in oral presentation and writing skills, was encountered by the students of the English for Business program (Alhassan et al., 2021). In fact, presentations are a mandatory component of the English for Business curriculum. The same observation was made in the English for business class, where many learners struggle to understand authentic business contexts. In addition, they also have problems in identifying specific terms, presenting the sales report, and developing business communication skills. As technology advances, students increasingly rely on Artificial Intelligence (AI) to complete academic assignments.

Artificial intelligence (AI) is the capability of computer or robotic systems to perform tasks that typically demand human intelligence (Tang, 2024). Integrating AI technologies into educational settings brings significant potential in academic English instruction. In addition, AI can be employed to develop adaptive learning systems that tailor content and instructional approaches to meet individual learners' needs. AI implementation not only accelerates feedback and revision processes but also fosters a more interactive learning environment that meets the digital demands of today's higher education learners (Dja'far & Hamidah, 2024). Previous researchers found that using AI, including ChatGPT, Grammarly, and QuillBot, significantly improved students' proficiency in academic English writing in the Business English course. These previous findings indicated the effectiveness of AI tools in enhancing English language learning abilities.

Despite its advantages above, a study found that AI also presents drawbacks, particularly the potential for overdependence. For instance, when using ChatGPT to generate ideas for English-speaking activities, students may rely more on AI-generated suggestions than on their own ideas (Pangestu & Suwartono, 2024). This case aligns with

the study, which found that although AI can assist with grammar checking, plagiarism detection, and drafting introductory passages, it cannot develop the critical understanding and analytical depth required in academic writing instruction (Aljunaid, 2024). Another study also identified challenges in using AI among students. It revealed that it produces overly general, rigid, or insufficiently aligned language, particularly in business and academic communication (Almutairi et al., 2023).

Based on the findings above, the researcher conducted a preliminary study to identify which AI applications students used to complete English for Business assignments. The result indicated that students used ChatGPT, Gemini, Google Translate, Meta, Dolla, Cici, and Dualinggo to assist with completing their assignments. Furthermore, some researchers have examined the role of AI Tools in English learning in enhancing certain English skills. However, no research has yet focused specifically on the use of AI English for Business materials and the challenges found. Therefore, this study attempts to investigate: 1) the role of AI tools in learning English for Business material. 2) To find out the challenges of AI use faced by the students and lecturers. 3) To provide ethical consideration on using AI for academic assignments.

2. **Methods**

The research design employed in this study is a Descriptive Qualitative Approach. The qualitative approach is a research method used to examine the conditions of natural objects, and the data obtained are typically qualitative, with qualitative data analysis techniques (Sugiyono, 2019). In addition, descriptive research systematically and accurately describes symptoms, facts, or events related to the characteristics of a particular population or specific area (Hardani et al., 2019). This is also a new research method based on postpositivist philosophy, artistic research, and interpretive research. This method provides an interpretation, a comprehensive and detailed account of the phenomena under investigation. A preliminary question was posed before conducting the research.

The population of this study consisted of students from the Management and Accounting departments at STIE Tri Dharma in the 2015/2016 academic year, who had recently completed the English for Business 1 course. There were 12 classes enrolled in the English for Business 1 course; however, the population of this study consisted of three classes from the Accounting department and three classes from the Management department, with a total of 104 respondents. A purposive/convenience sampling technique was used to select respondents who could provide quick and in-depth information for the investigation. This is a sampling technique with specific considerations (Sugiyono, 2019). From the 104 respondents, six students were subsequently selected for interviews. Additional participants included four English lecturers: two lecturers who teach English for Business and two lecturers from the English Language Education program.

In data collection, the researcher used three instruments: observation, questionnaires, and interviews. During the observation phase, the researcher observed that students frequently used AI-based applications to assist in completing their academic assignments. Therefore, preliminary questions were administered to identify which applications were most commonly used in completing these tasks. Subsequently, to obtain more in-depth information. The researcher distributed an open-ended and a closed-ended

questionnaire via Google Forms. Finally, the researcher conducted semi-structured interviews with six students and three English lecturers to obtain more information. A semi-structured interview allows flexibility, as the interviewer may adjust the sequence of questions based on context, revise questions, and provide clarifications (Robson, 2011). Irrelevant questions or those unsuitable for certain interviewees may be excluded, while additional questions may be incorporated as needed. All interviews were audio-recorded, and field notes were documented concurrently to ensure that any overlooked or missing information was adequately captured.

In analysing data, two stages of analysis are employed: analysis conducted during data collection and analysis conducted after data collection (Gay et al., 2012). Data analysis during the collection phase is carried out to minimize the inclusion of irrelevant or redundant data. Questionnaire data were analysed through a recapitulation technique, in which the frequency of responses was divided by the total number of participants and then multiplied by 100 to obtain percentage values. Furthermore, the interview data were analysed using the Miles and Huberman analytical framework, which conceptualizes analysis as an interactive, cyclical, and ongoing process that occurs throughout the research, not only after data collection. This model comprises three components: data reduction, data display, conclusion drawing, and verification (Miles et al., 2014).

3. Result

During classroom observations, the researcher often found the students used applications to complete their assignments, relying on artificial intelligence–based applications rather than online or offline dictionaries. The following explanation summarizes the role of artificial intelligence applications in learning English for business materials.

3.1 The role of artificial intelligence applications in learning English for Business material.

3.1.1. AI as Supportive tools for facilitating effective and efficient English for Business learning.

Based on the questionnaire, participant 1 (P1) stated that AI is very useful for assisting with translation and writing, and for providing fast feedback. These tools are providing effective results and are efficient in the process.

> *"AI plays a significant role in supporting learning English for Business by facilitating comprehension of course materials, translating business-related terminology, enhancing professional writing and conversational skills, and providing rapid feedback, thereby making the learning process more effective and efficient." (P1)*

In line with P1, Participant 2 revealed that AI has crucial role in supporting this course in delivering effective assistance and ensuring efficient utilisation. The information provided is relevant to the instructional materials

> *"Artificial intelligence is highly important in supporting English for Business learning. It increases effectiveness, flexibility, and instructional relevance. Aids in vocabulary comprehension." (P2)*

3.1.2. AI as a Supportive Tool in Enhancing English for Business Competencies

Participant 3 stated that artificial intelligence serves as a supporting tool in the learning process. Furthermore, AI can enhance business communication competencies.

> *"AI plays an important role as a supporting tool in learning English for Business. It helps enhance business communication skills through contextual practice and adaptive learning." (P3)*

Furthermore, Participant 4 conveyed similar information, stating that AI can be used to create business conversation simulations. These simulations include job interviews, meetings, presentations, and negotiations, thereby increasing students' confidence in using English.

> *"AI can simulate business conversations, such as job interviews, meetings, presentations, and negotiations. As a result, students become more confident and more accustomed to using formal English." (P4)*

Participant 5 also stated that this system facilitates understanding of business vocabulary and grammar, enables rapid translation, develops speaking skills, and supports independent communication practice.

> *"AI facilitates the understanding of business vocabulary, grammar, and translation. It also supports the development of speaking skills in constructing more effective business communication, and also independent communication practice." (P5)*

3.1.3. AI as a Reference and Model for Text Comprehension and Idea Development.

Another role of AI was reported by two participants: Participant 6 and Participant 7. P6 stated that AI helps with understanding the materials and is sufficiently used as a reference when completing assignments. Furthermore, the information obtained is then further developed based on each student's own ideas.

> *"Artificial intelligence assists in understanding texts and is commonly used as a reference or model that students further develop with their own ideas." (P6)*

Participant 7 stated that even AI makes learners' tasks easier and faster, but they should use it wisely. The learners should not rely too heavily on AI, as it is only a learning aid and cannot replace human thinking.

> *"The role is to make learning English for Business easier and faster. However, it should still be used wisely as a learning support tool rather than as a replacement for learners in the learning process." (P7)*

3.1.4 A Catalyst for Learning, not a Replacement for Educators

Participant 8 stated that although AI assists in the learning process, it cannot replace lecturers or students. Therefore, AI should be used wisely to help learners improve their English skills.

> *"Artificial intelligence serves as a learning support tool rather than a substitute for lecturers or students. When used wisely, it can enhance listening, speaking, Reading, and writing skills in English for Business and better prepare students for the global workplace." (P8)*

A similar view was also expressed by Participant 9, who stated that AI cannot replace the role of humans as educators.

"AI also makes a positive contribution and can facilitate students' learning; however, the role of human educators remains essential, particularly in fostering critical thinking, ethics, and related aspects." (P9)

3.2. The Frequency of Utilizing AI in Learning English for Business

This section provides additional information on the percentage of students who use AI to learn English for Business. Based on the results of a survey of 104 respondents (the students of the Management and Accounting major) conducted through a closed-ended questionnaire, the frequency of AI use in completing English for Business assignments. The presentation is illustrated in the figure below (see Figure 1).

Frequency of AI Usage
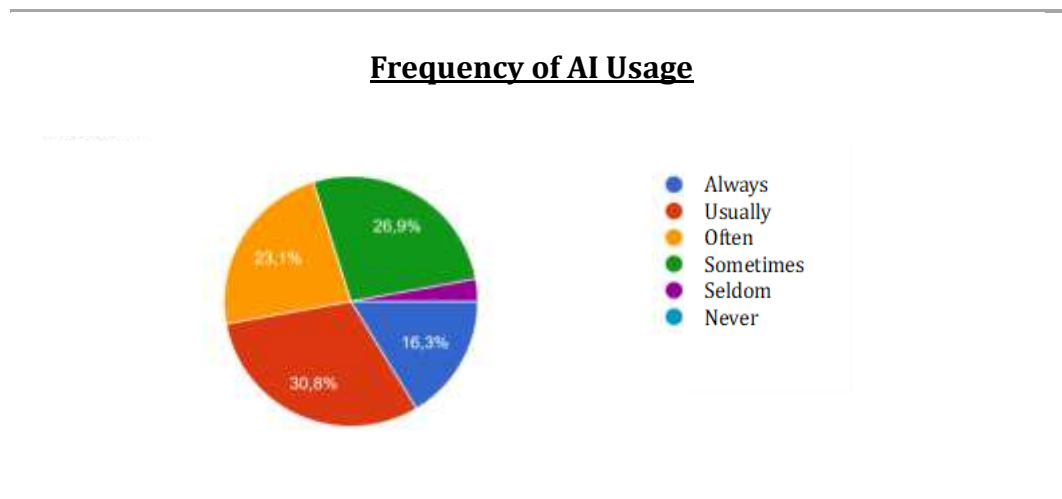
Fig. 1. Frequency of AI Usage

Based on the pie chart above, which illustrates the frequency of Artificial Intelligence (AI) usage in English for the Business 1 class, it is evident that most students use AI at a standard level. The survey results showed that about 30% of respondents chose the *usual* option. Furthermore, there were 26.9% of students reported that they *sometimes* use AI in their coursework. Then, followed by the *often* category, with a difference of 3.8%, and the total point is 23.1%. Meanwhile, 16.3% of students stated that they always utilise AI assistance in learning activities. The lowest proportion among students was *seldom* categorised as AI utilisation, representing only 2.9% of 104 respondents. These findings suggest that AI usage in English for Business 1 courses is relatively high and has become an integral part of students' learning habits.

3.3 Challenges Faced by Students in Utilising AI in Learning English for Business

Based on the results of the open-ended questionnaire, it can be concluded that students face several challenges when using AI in English for Business courses.

3.3.1 *Unnatural Language Use and Limited Contextual Understanding*

Participant 1 stated that the information provided by AI is sometimes overly formal, leading to less natural word choice, particularly when constructing business conversations.

> *"The challenges are that Artificial intelligence may produce language that is overly formal or unnatural in the context of everyday business communication."* *(P1)*

Similarly, Participant 2 stated that AI still has limitations in capturing linguistic nuances, particularly in understanding cultural and idiomatic contexts, as well as in complex business negotiation simulations. As a result, the information provided is not consistently accurate.

> *"Language Nuances: AI has difficulty understanding cultural and idiomatic contexts as well as complex business negotiation simulations. So, the answers given do not always provide accurate or fully aligned with the required context."* *(P2)*

Participant 3 indicates that AI may provide inaccurate information or overly general language that is not always aligned with the learning context. Therefore, clear guidance and direction from lecturers are necessary to ensure that students use AI critically and appropriately as a learning support tool.

> *"There is a potential for misinformation or inappropriate language use, as AI may sometimes provide overly general suggestions; therefore, clear guidance and supervision from lecturers are necessary in the learning process."* *(P3)*

3.3.2 Reliance on AI leads to a Lack of critical thinking and Plagiarism

Participant 4 indicated that the use of AI in the English for Business 1 course may lead to risks of dependency and plagiarism if it is not critically evaluated. Reliance on AI can lead students to rely on instant outputs rather than engaging in independent thinking and language processing. Furthermore, unrestricted use of AI increases the potential for plagiarism, as students may copy or directly use AI-generated outputs without adequate understanding**.**

> *"In my opinion, the challenge of using AI in English for Business I lies in the risk of dependency and plagiarism if it is used without limitations."* *(P4)*

Participant 5 stated that overdependence on AI can increase the risk of plagiarism and reduce students' critical thinking abilities. As a result, the learning process becomes less effective, and students' understanding of English does not develop comprehensively due to limited active engagement.

> *"Excessive dependence on AI increases the risk of plagiarism, reduces our critical thinking abilities, and hinders our comprehensive understanding of English as students*." *(P5)*

In line with P4 and P5, Participant 6 also shared the view that excessive reliance on AI can hinder independent communication skills, as students have fewer opportunities to practice expressing ideas and developing their own language style. In addition, the unrestricted use of AI increases the risk of plagiarism, as students often use AI-generated outputs without adequate processing or understanding.

> *"The challenge in implementing AI is skill development, as overdependence on AI may impede independent communication skills and personal language style, in addition to increasing the risk of plagiarism."* *(P6)*

3.3.3 Lack of Motivation for independent tasks and self-confidence

Participant 7 stated that excessive use of AI can reduce students' learning motivation, as they tend to rely on the instant outputs it provides. Consequently, students have fewer opportunities to practice and develop their language expression skills. This condition may hinder deep learning, as language and writing abilities should be cultivated through active practice, reflection, and personal idea development.

> *"Reduces motivation and the ability to develop in-depth language expression and independent writing skills." (P7)*

In addition, Participant 8 revealed that the lack of critical thinking stems from dependence on AI, which reduces the habit of independently analysing and developing ideas. Moreover, excessive reliance on AI can diminish confidence in English, as individuals become accustomed to relying on it for tasks.

> *"Leads to a lack of critical thinking and reduced self-confidence when using English without AI assistance." (P8)*

3.4. Challenges of AI Use by Students Based on Lecturers' Perceptions

In addition to the challenges of students found when using AI, the following section describes challenges from the perspectives of English lecturers regarding students' use of AI to complete English language assignments.

3.4. 1 The similarity of students' work

At this point, two lecturers conveyed almost the same information. Lecturer 1 (L1) stated that students' AI-generated responses look very similar because they use the same or very similar prompts. Since AI gives answers based on the prompt, using almost the same instructions yields nearly identical results.

> *"The AI-generated descriptions are similar among students because the prompts are the same or very similar." (L1)*

Furthermore, lecturer 2 revealed that, instead of creating their own work, students simply take the text or answers generated by the AI and submit them as their own. They do not modify, adapt, or add any words; they simply copy the AI's output and paste it into their assignments.

> *"They simply copy and paste the AI-generated results or responses." (L2)*

3.4.2 Reduced the Students' Critical Thinking.

Lecture 3 stated that when students depend on AI to complete tasks, they do not analyse and engage in problem-solving. Instead of thinking through the material, they let the AI do the work, which reduces the opportunity to develop or practice critical thinking skills.

> *"Students do not think critically because they rely on AI." (L3)*

Lecturer 4 also shared the same information that students are losing their ability to think deeply, analyse, and evaluate information on their own. Because they rely on AI for answers. In other words, they may submit work that seems correct without realizing whether they actually grasp the concepts.

> *"A decline in students' critical thinking skills and difficulty in assessing their actual level of understanding." (L4)*

3.5 Ethics of AI Use

The Ethical considerations of using generative AI applications in English for Business learning were provided by four lecturers. The following presents their explanations.

3.5.1 Develop an effective prompt to Produce High-Quality AI Output

Lecturer 1 stated that to obtain high-quality work with the assistance of AI, students should be guided or learn independently in constructing clear, focused, and systematic prompts. Well-designed prompts follow an inductive-deductive format, presenting general context first and then explaining more specific information. Through this general-to-specific approach, AI can better understand user needs, resulting in more logical, well-structured, and aligned narratives with learning objectives.

> *"They must learn and be trained on how to construct well-designed, clear, and focused prompts—using inductive and deductive approaches or moving from general to specific. So that the AI-generated narratives are of high quality." (L1)*

3.5.2 Use AI as a reference and assistance based on digital ethics

Lecturer 2 stated that the students are permitted to use AI as an initial reference source in the learning process. However, the information obtained from AI should not be used directly by copying it entirely. Students are expected to understand the content of the reference, then process and formulate it in their own words. This practice aims to promote deeper understanding, develop critical thinking skills, and maintain academic integrity and ethical standards in the use of AI.

> *"Students may draw on some AI references and then reformulate them in their own words." (L2)*

In line with L2, Lecturer 3 basically has the same view. She/ he emphasises that before using AI assistance, they should have a prior understanding of the subject matter. Students need to first master fundamental concepts in order to critically evaluate, filter, and appropriately utilise information generated by AI. In this context, AI functions as a learning assistant that supports the deepening or broadening of knowledge, rather than as a primary source that replaces students' independent thinking and understanding.

> *"They must first know or understand the material being taught. With basic knowledge of the subject, they can use AI as an assistant to deepen or broaden their understanding." (L3)*

Furthermore, L4 emphasises that AI should be utilised as a supporting tool in the learning process, rather than a replacement for the student's role in critical thinking and completing assignments. Furthermore, its use must adhere to digital ethics, including avoiding plagiarism, providing proper citations when necessary, and using AI responsibly and honestly in accordance with academic integrity principles.

> *"AI should be used only as a supporting tool and in accordance with digital ethics." (L4)*

4. Discussion

Based on the data analysis above, there are four roles of AI in the Business I learning materials. The first, AI functions as a supportive tool in facilitating effective and efficient English for Business learning (Holmes & Fadel, 2019). It is particularly beneficial for assisting students with translation, writing, and conversational skills, providing rapid feedback. This aligns with existing research showing that tools like Grammarly, ELSA Speak, and ChatGPT provide immediate feedback, adaptive learning, helping the students recognise their errors and develop their language skills (Badri et al., 2024; Khanam & Saafi, 2025). The second role of AI is as a supportive tool in enhancing English for Business competencies. Through AI, students can improve their communication skills and receive assistance with simulating job interview conversations, meetings, and negotiations (Braknia et al., 2025). The third role of Artificial Intelligence is as a Reference and Model for Text Comprehension and Idea Development. The learners should not rely on AI, as it is only a learning aid and cannot replace human thinking (Hamid et al., 2025). AI platforms can recommend resources that align with the subject matter, learning objectives, and instructional approach. The fourth is that AI acts as a catalyst for Learning, rather than a substitute for teaching professionals. Even though AI plays a significant role in language learning, it cannot simply replace educators. This finding is supported by other research indicating that Artificial intelligence has functioned as a complementary tool and a catalyst for enhancing equitable and contemporary language instruction.

Based on the pie chart, most students in the English for Business 1 class use AI at a moderate-to-high level. Among 104 respondents, the majority reported usual (30%) and sometimes (26.9%) use, followed by often (23.1%) and always (16.3%), while only a small proportion reported seldom using AI (2.9%). These results indicate that AI has become an integral component of students' learning practices in the course.

The challenges of AI use from the students' perspective consisted of three items. It is unnatural language use and limited contextual understanding. Besides providing rapid answers and information, AI also has a drawback: it sometimes offers overly general explanations and adopts a rigid tone (Almutairi et al., 2023). Another study found that this tool tends to encourage language learners to produce overly general or inaccurate responses, thereby reducing the accuracy and contextual relevance of the feedback it provides (Paraguas, 2025). Another challenge is that students lack critical thinking and are prone to plagiarism. This is an acknowledgment from the students themselves. In addition, the lecturer noted that overdependence can reduce students' critical thinking and make it difficult to assess their actual understanding. This view aligns with findings that Students who tend to rely on AI to complete assignments without engaging in deep cognitive processes weaken critical thinking, analytical skills, and creativity (Aljunaid, 2024; Firdaus et al., 2025). Moreover, both students and English lecturers explained that there is a risk of plagiarism if one merely copies and relies exclusively on AI assistance. Several studies from overseas have also examined smart tools that potentially contribute to plagiarism, which have become increasingly accessible (Mpolomoka et al., 2025; Xiao et al., 2022).

Another challenge, based on students' perceptions, is that the use of AI assistance reduces motivation for self-directed learning and mastery of English, and diminishes students' confidence in completing assignments independently. This is because AI provides answers easily and requires less effort, in contrast to previous research

examining the relationship between student self-confidence, AI support, and academic achievement, which reported that AI positively influences students' self-confidence and learning motivation.

Teachers play an important role in shaping how students learned and are taught (Dja'far & Hamidah, 2024). Based on the challenges students face in using artificial intelligence and the challenges lecturers encounter in dealing with students who are overly dependent on AI tools, the following section presents the results of an elaboration of ethical guidelines for AI use in English. These guidelines were formulated by English lecturers. First, the students develop effective prompts to produce high-quality AI-generated output. As educators, it is important not only to restrict the use of AI but also to equip students with the skills to construct appropriate and ethical prompts. Training students to formulate specific, reflective, and learning-oriented prompts encourages them to use AI as a supportive learning tool rather than as a means of directly copying answers. This approach can effectively reduce the risk of plagiarism. Another finding stated that it is necessary to develop an ethical framework of fundamental principles such as fairness, transparency, privacy, and accountability, as well as strict data regulations, to enrich the students' learning experience (Irnawati et al., 2024).

Furthermore, the second consideration for ethical AI use in learning English for Business is to use AI tools as references and for assistance, in line with principles of digital ethics. This means that students and educators should engage with AI responsibly, ensuring transparency, respecting intellectual property, and maintaining data privacy. By framing AI as a supportive tool rather than a substitute for critical thinking, the students can enhance their English knowledge and skills, creativity, and problem-solving skills while upholding ethical standards in the digital environment. This suggestion aligns with previous findings that AI is considered a complementary tool, rather than a replacement for educators. The human dimensions of education, such as empathy, creativity, and interpersonal engagement, remain essential and cannot be substituted (Habibulloh, 2025).

5. Conclusion

This study investigated the role of artificial intelligence (AI) tools in English for Business learning, the challenges students face in using these tools, and ethical considerations for their academic use. The findings indicate that AI has become an integral component of students' learning practices in English for Business courses, particularly in EFL contexts. AI tools primarily function as supportive learning aids, facilitating effective and efficient learning, enhancing business communication competencies, serving as sources of reference and models for text comprehension and idea development, and acting as catalysts for learning rather than replacements for educators.

The results demonstrate that AI assists students in understanding business-related vocabulary, grammar, and contexts; improving writing, speaking, and conversational skills; and providing rapid feedback and simulations of authentic business situations such as meetings, presentations, and negotiations. These affordances enhance students' confidence and competence in using English for professional purposes. Survey data further reveal that most students use AI at a moderate to high frequency, confirming that AI tools have become embedded in their learning habits.

Despite these benefits, the study also highlights several significant challenges. From students' perspectives, AI-generated language may be overly formal, general, or lack contextual and cultural nuance. More critically, excessive reliance on AI can reduce critical thinking, independent learning, motivation, and self-confidence, while increasing the risk of plagiarism. These concerns are reinforced by lecturers' perceptions, particularly regarding the similarity of students' work, copy-paste practices, and the difficulty of accurately assessing students' understanding when AI is used uncritically.

In response to these challenges, this study underscores the importance of ethical and pedagogically informed AI integration. Lecturers emphasized the need to train students to construct effective, focused, and reflective prompts so that AI outputs support learning rather than replace cognitive effort. Additionally, students should be encouraged to use AI as a reference or learning assistant, grounded in prior subject knowledge, digital ethics, and principles of academic integrity. Proper guidance can help students process, reformulate, and critically evaluate AI-generated information, thereby reducing plagiarism and fostering deeper learning.

In conclusion, AI holds considerable potential to enhance English for Business learning when used responsibly and strategically. However, its effectiveness depends on educators' roles in guiding ethical use, promoting critical thinking, and maintaining the human dimensions of teaching and learning. AI should therefore be positioned as a complementary tool that supports, rather than substitutes, students' intellectual engagement and educators' professional expertise.

Finally, for further research, recommend investigating the comparative effectiveness of different AI tools and prompt-design strategies in English for Business learning. Longitudinal studies are also recommended to examine the long-term effects of AI use on learner autonomy, motivation, academic integrity, and professional communication skills.

References

Alhassan, A., Ali, N. A., & Ali, H. I. H. (2021). EFL students' challenges in English-medium business programmes: Perspectives from students and content teachers. *Cogent Education*, *8*(1), 0–15. https://doi.org/10.1080/2331186X.2021.1888671

Aljunaid, H. (2024). The impact of artificial intelligence on academic writing: a systematic literature review. *International Journal of Learning Technology*, *15*(1), 26–55. https://doi.org/10.1504/IJLT.2025.149289

Badri, W., Solehan, & Parli, M. (2024). Artificial Intelligence in English Language Learning: Advantages and Challenges. *Core.Ac.Uk*, *04*(03), 203–209. https://doi.org/https://doi.org/10.36085/telle.v4i3

Braknia, T., Guerfa, A., & Sakhri, A. (2025). The Role of Artificial Intelligence Technologies in Enhancing English Language Learning According to the Perspectives of A Sample of PhD Students. *Integrative Perspectives of Social and Science Journal*, *2*(3), 127–141. https://www.researchgate.net/publication/396425277

Dja'far, V. H., & Hamidah, F. N. (2024). The Effectiveness of AI Technology in Improving Academic English Writing Skills in Higher Education. *Journal of Language and Literature Studies*, *4*(3), 579–593. https://doi.org/https://doi.org/10.36312/jolls.v4i3.2031

Firdaus, J., Rakhma, U., Rahma, A. R., Fithriyyah, A., Mahsusi, & Afif, F. (2025).

Ketergantungan Penggunaan Kecerdasan Buatan (AI) pada Tugas Akademik Mahasiswa Terhadap Kemampuan Berpikir Kritis dan Kreatif. *Jurnal Kependidikan*, *14 (1)*(1), 1203–1214. https://doi.org/https://doi.org/10.58230/27454312.1634

Habibulloh, M. (2025). Ethics of Artificial Intelligence Usage in Education: A Qualitative Study on Teachers' and Students' Perceptions. *International Journal of Pedagogics*, *1*(1), 1–11. https://doi.org/https://doi.org/10.71305/ijir.v1i1.222

Hamid, S. M., Bulkis, A., Mannong, M., & Irawan, N. (2025). Integrating Artificial Intelligence (AI) into EFL in Higher Education : Challenges and Opportunities for Indonesian Teachers and Students. *Al-Ishlah: Jurnal Pendidikan Vol.17, 17*(3), 5043–5058. https://doi.org/10.35445/alishlah.v17i3.7717

Hardani, Andriani, A., Fardani, R. A., Ustiawaty, J., Utami, E. F., Istiqomah, R., Sukmana, D., & Auliya, N. (2019). Metode Penelitian Kuantitatif. In *Metode Penelitian Kualitatif&Kuantitaif* (Vol. 1, Issue 1). Pustaka Ilmu.

Holmes, W., & Fadel, C. (2019). *Artificial intelligence in education. Promise and implications for teaching and learning*. Center for Curriculum Redesign. https://www.researchgate.net/publication/332180327_Artificial_Intelligence_in_Education_Promise_and_Implications_for_Teaching_and_Learning?enrichId=rgreq-17ffa4199d4036de79197f07d11279d5-XXX&enrichSource=Y292ZXJQYWdlOzMzMjE4MDMyNztBUzoxMTQzMTI4MTEzNzM1NTg

Huang, Y. (2024). Using Artificial Intelligence Technology to Improve Business English Language. *Applied Mathematics and Nonlinear Sciences*, *9*(1), 1–14. https://doi.org/10.2478/amns-2024-2365

Irnawati, Fatmawati, Y., Mahardika, I. K., & Suratno. (2024). Ethics of Using Artificial Intelligence (AI) in Learning in a Philosophical Perspective. *International Journal of Education, Information Technology and Others (IJEIT), 7*(December), 319–330. https://doi.org/https://jurnal.peneliti.net/index.php/IJEIT/article/view/10977 p-ISSN:

Khanam, A., & Saafi, H. A. (2025). *The Role of AI in English Language Teaching : An Overview*. *13*(11), 10–15. https://doi.org/10.35629/9467-13111015

Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative data Analysis* (3rd ed.). Sage Publications, Inc.

Mpolomoka, D. L., Luchembe, M., Mushibwe, C., Muvombo, M., Changala, M., Sampa, R. L., & Banda, S. (2025). Artificial Intelligence-Related Plagiarism in Education: a Systematic Review. *European Journal of Education Studies*, *12*(4), 321–336. https://doi.org/10.46827/ejes.v12i4.6029

Niño, A. (2020). Exploring the use of online machine translation for independent language learning. *Research in Learning Technology*, *28*(1063519), 1–32. https://doi.org/10.25304/rlt.v28.2402

Pangestu, H. P., & Suwartono, T. (2024). Exploring the Role of Artificial Intelligence (AI) Support in Assisting Students ' English -Speaking Skills. *English Education, Linguistics, and Literature Journal Vol.*, *3*(2), 134–147. https://doi.org/: https://doi.org/10.31851/9zyg6g35

Paraguas, A. S. (2025). Advantages and Disadvantages of Integrating AI Tools to English Language Teaching : Systematic Literature Review. *Journal of Literate*, *6*(1), 123–

132. https://doi.org/10.47435/jle.v6i1.3704

Rianita, N. M., Nour, A. H., Pramugara Robby Yana, Angesti Palupiningsih, Novita Sari, Ika Sulis Setianingsih, Dianingtyas Murtanti Putri, Indah Afrisnti, Fetty Poerwita Sary, Ida Hendriyani, & Weka Kusumastiti. (2022). *English for Business and Office*. www.penerbitwidina.com

Robson, C. (2011). *Real World Research 3rd Edition*. Wiley.

Simaremare, Y. N., Sinambela, E., & Manik, S. (2023). Students' Needs Analysis of Business English At ESP Class For Business Administration Department At Nommensen HKBP University. *Cetta: Jurnal Ilmu Pendidikan*, *6*(4), 687–700. https://doi.org/10.37329/cetta.v6i4.2733

Situmorang, D. L., Husna, F., Subagio, L. A., Silvinia, M., & Raninsah, R. (2023). Systematic Literature Review: English for Specific Purposes (Esp) in Business Communication. *Langue (Journal of Language and Education)*, *1*(2). https://doi.org/10.22437/langue.v1i2.23590

Sugiyono. (2019). *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D*. Alfabeta.

Tang, K. H. D. (2024). Implications of Artificial Intelligence for Teaching and Learning. *Acta Pedagogia Asiana*, *3*(21), 65–79. https://doi.org/10.53623/apga.v3i2.404

Xiao, Y., Chatterjee, S., & Gehringer, E. (2022). A New Era of Plagiarism the Danger of Cheating Using AI. *2022 20th International Conference on Information Technology Based Higher Education and Training, ITHET 2022*, 1–6. https://doi.org/https://doi.org/10.1109/ITHET56107.2022.10031827