**Review of Related Literature**

The article entitled “Artificial Intelligence (AI) Chatbot as Language Learning Medium: An inquiry” (Haristiani, 2019) provide challenges for educational practitioners to utilize these technologies in developing advance learning media. The observation results on chatbot-based language learning medium were developed by the author. In latest decades, artificial intelligence utilization to develop applications is massively conducted, and its products used in almost every aspect of our life.

For example, in agriculture, were chatbots can provide farmers with real-time information about weather conditions, crop diseases, and pest control methods. Second is health, were chatbots can assist in healthcare by providing basic medical information, answering frequently asked questions, and offering symptom checking and triage services. Next is business, in customer service, chatbots can provide instant responses to customer queries, offer product recommendations, and guide customers through the purchasing process. Lastly, in education were chatbots can offer personalized learning experiences, providing students with immediate feedback, explanations, and additional resources. It's important to bear in our minds that while chatbots can provide valuable assistance, they are not meant to replace human professionals entirely. So, this type of communication which occurs through digital technology rather than in person is called computer-mediated communication (CMC). CMC forms including instant messaging, email, chat rooms, online forums, social networks, and chatbot or chatterbot and interact with users in a particular domain or topic by giving intelligent responses in natural language.

However, despite chatbots’ unlimited possibility to enhance language teaching and learning, the concept of chatbot including its advantages as language learning medium is not yet widely known. Why? Simply because they’re robot that normally used to automate certain tasks meaning they can run without specific instructions from humans.

**Technology Evaluation**

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Research reported that the dialogs using chatbot are mostly very short because the users find the computer is much less intelligent as a human, since the responses from the computer are often repeated and irrelevant with the topics and the context.

Nevertheless, the results also indicates that many participants are very interested in using chatbot as chatting partner in speaking foreign language, since it is accessible anywhere and anytime, while it is not easy to find native speakers as human chatting partner. The learners also more confident communicating with chatbot which is obviously less intelligent as the human themselves. It would be pedagogically attractive for the learner to chat with a system of artificial intelligence which could “really” understand the natural language and communicatively generate the natural language to form a human-like dialog.

Research reported that preceding conversation before classroom discussion with a chatbot lead to an increase in the number of contributions that students made to discussion. Moreover, pre-discussion with a chatbot also could increase the students’ awareness of critical thinking and enable them to form inquiring mindsets. However, the result of comparisons in speaking task with chatbot and human partner indicated a significant drop in students' task interest with chatbot, but not human partner. The reason of drop in task interest with chatbot was caused by novelty effect.

From above results, it is understood that the use of chatbot gave many advantages in language learning and teaching, as in enhancing classroom motivation and learning.