

# Students' Perception on the Use of Chatbot from Memrise Site and their Willingness to Communicate in English

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> students' perception, chatbot, memrise, willingness to communicate, english learning</p>	<p><i>This final project studies "students' perception on the use of chatbot and their willingness to communicate in english". The aims of this study are: (1) To gain insight into students' experience and opinions on the use of chatbot from the memrise site for their language learning (2) To describe how the way students perceive about the use of chatbot from memrise concerning their willingness to communicate in English. A qualitative approach was used in this study. The research design was qualitative, using a semi-structured interview as the research instrument. The population of this research was the students of SMAN 14 Semarang. The writer took only 1 class which was 36 students at class X8 as the sample. The findings of this research suggest that incorporating chatbots, particularly from platforms like memrise, can be beneficial for students aiming to enhance their language skills and willingness to communicate in English. The interactive and personalized nature of chatbots provides a unique learning experience. The result shows that students generally found the chatbot to be a valuable tool in their language-learning journey. Through interviews, it was evident that using a chatbot in memrise encouraged students to communicate in English, providing a practical and interactive approach. Moreover, the study revealed that the chatbot positively influenced students' willingness to communicate in English. The personalized learning experiences offered by the chatbot, adapting to individual skill levels, made language learning more interesting and motivational.</i></p>

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## 1. Introduction

Technology, particularly artificial intelligence (AI), has become an integral part of modern education, revolutionizing language learning processes. The advent of AI-driven innovations, such as chatbots, has transformed how students interact with languages like English. These digital tools simulate natural conversations, providing users with an immersive language practice experience (Kim, 2019). In the year 2023, AI, prominently featured across diverse

fields, especially in education, has evolved to support various forms of interaction, including text, voice, and images (Pataranutaporn et al., 2021).

Within the realm of education, chatbots have emerged as a novel solution for English language learners. English, being crucial for global communication and technological advancement, necessitates innovative learning approaches (Dutta, 2020). Online platforms, like Memrise, have introduced AI chatbots like MemBot to enhance language learning experiences. These chatbots offer learners a low-stress, low-cost environment for language practice, aiming to bridge confidence gaps in language acquisition (Abarghoui & Taki, 2018). They provide a continuous learning experience, allowing users to practice language skills almost anytime, anywhere, fostering a dynamic and engaging learning process.

Despite the significance of English, teachers often face the challenge of students' unwillingness to communicate in English classes (Rihardini et al., 2021). This study focuses on the concept of Willingness to Communicate (WTC) among high school students at SMAN 14 Semarang. The objective is to propose MemBot as a technological solution to enhance students' English skills and increase their WTC. By analyzing student perceptions of chatbot-assisted language learning, the study aims to contribute insights into effective language education practices, emphasizing the pivotal role of technology in fostering communicative language skills.

## **2. Literature Review**

### **2.1 Perception**

Perception is automatically related to certain nature of human being, which his or her psychological features. Perception is a process which starts from the sense of organ. That is a process related to acceptance of information by human brain that is said that during the process a person continually interacts with his or her environment (Slameto, 1988).

### **2.2 Chatbot**

Chatbot is an application that enables conversations between machines and humans using natural human language. Chatbots can take the form of programs that can respond to simple one-line sentences in a question or can be in the form of digital assistants that learn and evolve to afford a high level of comprehension as they amass and process information. In other words, chatbots are computers or robots designed to interact or chat with humans (Auslander, 2002).

### **2.3 Willingness to Communicate**

Willingness to Communicate (WTC) relate to the ability and eagerness of a non-native speaker to engage in verbal communication in English with one or more individuals at a specific moment in time. WTC is fundamentally described as the degree to which individuals are inclined to participate in communication when given the option. It has become a crucial factor in determining the success or failure in learning a second language (Valadi et al., 2015).

## **3. Research Methodology**

### **3.1 Research Design**

In the current study, qualitative research was employed. According to Kothari (2004), the qualitative research focused on qualitative phenomenon, which refers to quality or kind. Data

collection and analysis was conducted using qualitative research methods. These methods enabled researchers to investigate participants' opinions and perceptions regarding the utilization of chatbots for learning English. The primary mode of data collection and analysis was interviews. Face-to-face and semi-structured interviews was carried out with the participants to gain comprehensive insights into their perspectives and thoughts regarding the use of chatbots in English learning. Semi-structured interviews provided more opportunities for researchers to ask questions based on participants' responses and earnings a deeper perceptivity of their perceptions. The interviews with the participants were last for 30 to 60 minutes. They were recorded and transcribed into a word file.

### **3.2 Participants**

In this study, the writer took a part in only 1 class which ware 36 students of 10<sup>th</sup> Grade, 2023 Academic Year, at SMAN 14 Semarang as the research subject. It was expected to collect data from interviews on their perception after using chatbot and correlation to their WTC in English. In this 2023/2024 academic year of 10<sup>th</sup> grade students there were 324 students which divided into 9 class, and each class there were 36 students. The writer had chosen one class with 36 students due to their similar situations and problems.

### **3.3 Instruments**

In this study, semi-structured interview was employed. This approach provided the benefit of maintaining a balance between structure and flexibility, enabling the researcher to delve deeply into the students' perspectives and their inclination to communicate in English using chatbot on the Memrise platform's. This approach enabled a balance between the clarity of structured questions and the flexibility to explore further. It was an excellent choice for capturing individual experiences and generating valuable qualitative data in case study research.

### **3.4 Data Analysis Procedures**

The writer employed descriptive methods and focus on data-driven analysis to analyze the data in this study. According to Cohen et al. (2000) stated qualitative data analysis involves organizing, accounting, and interpreting data to make sense of it in terms of patterns, themes, categories, and regularities as defined by participants. By adopting a data-driven approach analysis, the writer could gain insights into the perspectives and opinions of people. This approach could offer a comprehensive view of the students' thoughts and emotions, thereby enhancing the writer's understanding of the research question and improving the quality of the study. To analyze the data following the research guidelines, the writer employed several procedures, they were data exploration and categorization, identification of patterns and iterative analysis, contextual interpretation, and drawing conclusions.

## **4. Findings**

This section contained research findings, in which the researcher attempted to provide numerical descriptions of the research difficulties as well as the study's purpose; they were such the students' opinion on the use of chatbot of Memrise for their language experiences in the class and their perception toward their willingness to communicate in English.

### **4.1. Students' Opinion on the Use of Chatbot from Memrise**

This was the section in which the writer developed her ideas based on the information gleaned during the interview. Using a chatbot in Memrise to encourage students to communicate in English is a particularly useful technique. It provided learners with a practical and dynamic approach to use their language skills in real-life circumstances, fostering both speaking and comprehension skills. Consistent practice with a chatbot may improve language proficiency and communication confidence. To create a well-rounded language learning experience, it was necessary to supplement chatbot use with a variety of educational methods. The following discovery was made as a consequence of student interviews:

**Table 1: The Result of Students' Interview on the Use of Chatbot from Memrise**

No	Questions	When did your first time learn English?
1	S 1	Formally in 4 <sup>th</sup> grade, but informally in kindergarten.
	S 2	In kindergarten.
	S 3	During kindergarten.
2	<b>Questions</b>	<b>What is your goal in learning English?</b>
	S 1	Because apart from English being an international language, in the future I will also need English and the major I will take can also be related to English too.
	S 2	To be able to communicate more smoothly.
3	S 3	For example, if we go abroad, of course we sometimes use English in a country, so that's why I want to learn something like that so I can go abroad.
	<b>Questions</b>	<b>How do you think about your communication skills in English now?</b>
	S 1	It's still basic, I still have normal everyday conversations, but I can understand conversations in movies.
4	S 2	Now I can still understand bits and pieces, know what it means, but it's just hard to talk about it.
	S 3	Yes, it's a bit disjointed, but sometimes it's kind of difficult. Sometimes confused.
	<b>Questions</b>	<b>What obstacles do you face in learning English?</b>
5	S 1	Vocabulary and mistakes in pronouncing English in public.
	S 2	The pronunciation.
	S 3	Lack of confidence when speaking in public.
6	<b>Questions</b>	<b>What platforms/applications have you tried to learn English?</b>
	S 1	Duolingo.
	S 2	There isn't any.
7	S 3	Duolingo from play store.
	<b>Questions</b>	<b>Have you ever tried a chatbot before, especially in learning languages?</b>
	S 1	Yes, chatgpt but not in a formal way.
8	S 2	Never before, first experience of being taught the Memrise chatbot.
	S 3	No, never.
	<b>Questions</b>	<b>What experience did you get when you tried a chatbot to learn a language for the first time?</b>
9	S 1	It's fun and I also feel like I can learn more English words or vocabulary and I also practice everyday conversation.
	S 2	I feel happy to be able to broaden my knowledge even more.
	S 3	It's really exciting because it's very interactive.
10	<b>Questions</b>	<b>What do you like about chatbots and what don't you like about chatbots?</b>
	S 1	Although it may not fully respond to what we mean, I like it when she clearly explains the meaning and also responds to it formally, which is good. Besides, there are also some words that don't have known responses, and the responses are also wrong.
	S 2	What I like is because you can give instructions if you are Because it can provide guidance when confused about what to answer, there is also a translation available. And there is nothing that I don't like.

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S <sub>3</sub>	It's like, for example, if we respond in English, and then if we make a mistake and it's corrected, it can be a way to learn for the future and what I don't like is that the language sometimes too complicated.	
<b>Questions</b>	<b>How do you feel that chatbots can help you learn English?</b>	
S <sub>1</sub>	Yes, it can help, because there are many features from the video display, from the bot too and there is a lot we can learn from there.	
9	S <sub>2</sub>	Yes, it's possible. Like earlier, I'm confused about what to answer because if it's too short, it's definitely wrong, so maybe there's a hint.
S <sub>3</sub>	It can help. Gives clues that I don't find in books in general.	

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According to table 1, the researcher was interested in learning about the students' reactions to the employment of Memrise's chatbot for language learning. Three different responses were received in the field of the ultimate purpose of why learners must study English: The first learner stated that English is a global language, that he would need English in the future, and that the major he will pursue may be related to English. The second student consistently responded that studying English could help him speak effectively in English, while the third participant stated that learning English could help him in the future if he wanted to study abroad.

The finding in the scope of the learners' English communication recently was replied to differently: the first stated that his ability in his English daily communication should be improved because the researcher heard from the interview that he needed to study deeper. Likely, the second student thought similarly that his occupation in English communication was low and needed to be developed; as expected, the third respondent stated that he could comprehend the meaning of communication but needed more lexis for replying.

The researcher next moved on to the difficulties or impediments that the learners encountered when attempting to learn English. The most common issues for them were both vocabulary and fluency in speaking or daily communication in English. The researcher learned from the interview that three students felt that either vocabulary growth or fluent interaction was the most difficult aspect of learning English.

The researcher prepared the question as follows in the case of a digital platform that was regularly used by them to facilitate their preparation in learning English. The first response revealed that Duolingo was his first platform for learning English and that he was unaware of Memrise's chatbot. Unfortunately, the second student had never used any applications before, including the website's chatbot application. The third respondent used the Duolingo program to aid with language learning.

However, the findings may change from the previous headline if the researcher has already exposed the learners to the chatbot (Memrise) for their daily English learning: formally or informally. The first student thought that using a chatbot was highly impressive and beneficial to learning English; the learner received the ease of practicing vocabulary every day. Furthermore, the second learners confirmed that the chatbot facilitation was enjoyable because the user may extend his thought via Memrise. Similarly, Memrise's application was interactive and enjoyable.

The next study revealed that Memrise's chatbot benefited users in several ways; according to the first student, he found it easier to interact within the programme, and the chatbot could regularly serve suggestions. Similarly, the second student stated that the chatbot was useful

since it could provide beneficial suggestions based on the instructions supplied by the users. The third learner was probably aware that the chatbot could rectify spelling problems.

The final findings concerned the presentation of the students' attitudes on the chatbot's assistance in language learning. The majority of respondents exclaimed that Memrise's chatbot facilitation was incredibly useful and interactive in pushing learners to complete language required exercises.

#### 4.2. Students' Perception of the Use of Chatbot in Relation to Their Willingness to Communicate

The second position was targeted at obtaining their desired result, and the researcher used classroom observation and interviews; these instruments were used to assist the researcher in discovering the phenomenon inside the use of Memrise's chatbot, which drove the users to speak.

**Table 2: Students' Perception of the Use of Chatbot in Relation to Their Willingness to Communicate**

No	Questions	In your opinion, how effective is the chatbot in helping you learn a new language on the Memrise platform?
1	S 1	Quite helpful for learning a new language.
	S 2	Very effective.
	S 3	Yes, very effective.
2	<b>Questions</b>	<b>How do you feel about communicating with the chatbot compared to practicing with traditional language learning methods like textbooks?</b>
	S 1	Actually, it's just a different method, but it's more effective than my previous bot application, even though it seems like a bot.
	S 2	Prefer to use chatbots. Because if books are knowledge, it's monotonous and it's really boring.
	S 3	It's better to use a chatbot which is more exciting and very helpful
3	<b>Questions</b>	<b>What aspects of the chatbot do you find most beneficial in improving your language skills?</b>
	S 1	Video and that provides audio.
	S 2	The part that provides hint.
	S 3	Translation section.
4	<b>Questions</b>	<b>Do you think the chatbot's responses accurately simulate real conversations in the language you're learning?</b>
	S 1	It seems like a bot, it's not like people's conversations in general.
	S 2	It's a bit similar, only it's really like a bot, so it's managed by people.
	S 3	Similar to people when communicating.
5	<b>Questions</b>	<b>How do you perceive the role of the chatbot in enhancing your willingness to communicate in the language you're learning?</b>
	S 1	This can be helpful to encourage willingness to speak in the context of everyday conversations.
	S 2	This can make me more confident. It just can be really confident by frequently practicing using the chatbot.
	S 3	Yes, it helps so that my confidence level increases.
6	<b>Questions</b>	<b>What challenges have you encountered while interacting with chatbots?</b>
	S 1	There isn't any.
	S 2	There isn't any.
	S 3	There isn't any.
7	<b>Questions</b>	<b>How do these challenges influence your willingness to continue using it for language practice?</b>

S 1	There isn't any.
S 2	There isn't any.
S 3	There isn't any.
<b>Questions</b>	<b>How does interaction with a chatbot affect your level of confidence in communicating in English?</b>
8 S 1	If it's rated 1-10, maybe 7 because to train my confidence, I personally talk more directly to people, so I talk directly to people who might be able to speak English and can be spoken to in English rather than using an application.
S 2	There's no need to be embarrassed if you make mistakes in speaking. You just have more confidence like that, it's different when you're with real people.
S 3	Very influencing because it doesn't seem to criticize and rather gives advice to the right part.

According to the table, the researcher academically developed eight various questions to stimulate the learners to opine on the function of the chatbot that enabled them to converse effortlessly. In addition to Memrise's success in assisting pupils in learning new languages, the following answers were received: The first student claimed that media was helpful in assisting him in learning a new language; the remainder of the students agreed, and they also believed that Memrise's chatbot was meaningfully effective in assisting them in learning a language.

The second discovery was a comparison between the chatbot used by the users and the traditional mode of communication media; this instance was questioned in depth to learn why the students prefer to utilize one of two references. According to the findings from the interviews, the researcher concluded that chatbots were preferred by these students because they were more convenient than the traditional platform. Chatbots are more efficient and supportive than books; a chatbot (Memrise) based on their responses - among three pupils - proved effective.

Different comments were screamed by the students in the subject of chatbot's aspect primarily used by users: the first student mentioned that chatbot produced audio that was entirely pronounced correctly, according to him. The second learners noticed that the chatbot offered by the researcher was useful in providing functional teaching; the users were well-known to grasp the words provided by the chatbot. The third learner liked to state that chatbot was helpful in translation; when they used chatbot, they would be helped through the translation transition.

The next discovery was primarily regarding the chatbot benefits that appeared to be real while humans conversed. According to the students, the fact that the chatbot was the real bot meant that it did not appear to be human activity or interaction. In other words, they asserted emphatically that the bot's output was not as genuine as human communication.

In addition to the effect of the chatbot (Memrise) in increasing the users' readiness to communicate, the researcher discovered through interviews that the students felt this kind of platform was really beneficial in assisting the learners learning new language for their goals. Furthermore, they believed that a chatbot may be a companion for having a conversation without any judgement or negative comments.

According to the table, the benefit of daily usages in employing the platform of chatbot could be effective as well as meaningful to develop the learners' motivation of their willingness to

talk or communicate publicly; this media also provided clues, suggestions, or guidance to help the users achieve their communication goals.

## **5. Discussion**

This section featured the researcher's description of the study's action, which focused on the students' perceptions of the use of a chatbot (Memrise) for their learning experience and their readiness to converse in English. This study investigated the use of a chatbot, Memrise, for the students' experiences and willingness to speak. The researcher primarily noticed that this type of platform may give them an advantage of benefits for learning language. This was later confirmed and was consistent with a number of earlier works, including Ayedoun et al., (2015), Cakmak (2022), and Kim (2019). Chatbots, according to them, provided a convenient and accessible communication channel. Users may be more willing to interact with a chatbot if it provided an easy and quick way to receive information or support. Chatbots that can personalize interactions based on user preferences and previous interactions may also aid in the development of a sense of connection. If users felt understood and catered to, they were more willing to communicate with the chatbot.

### **Students' Opinion on the Use of Chatbot from Memrise**

The researcher could tell from their words that they wished to improve their English since it was a special language. Students may prefer using chatbots as language learning tools for a variety of reasons, according to the study, however supported by Kim (2019), including the following: Through interactive learning sessions, chatbots enabled students to actively connect with the language. Chatbot conversations and dialogues replicated real-life discussion, making learning more dynamic and enjoyable.

The reasons were that their skill needed to be developed, as well as the hurdles that they frequently encountered in terms of English vocabulary and speaking fluency. Based on the researcher's understanding, the students were assisted via chatbot; as a result, they used that platform as their learning tools. Chatbots, on the other hand, may be able to provide real-time feedback on language usage, pronunciation, and grammar. Immediate corrections helped students reinforce right language patterns and learn from their mistakes, which sped up the learning process (Ayedoun et al., 2015).

The investigation then indicated that the pupils appeared to benefit and advance in their learning experience by using the chatbot platform. According to the responses obtained, people were eager to learn something new from the chatbot media due to its benefits. That perspective was consistent with the preceding article, which discussed the advantages of using chatbots for language learning. Some language learning chatbots employed gamification features to make the learning process more exciting and motivating. Points, awards, and challenges could be used to boost students' interest and dedication to language study (Cakmak, 2022).

### **Students' Perception of the Use of Chatbot in Relation to their Willingness to Communicate**

This second sub-theme informed readers about the students' perceptions of the use of the chatbot, Memrise, for their readiness to communicate in English. According to the research findings for the statement of problem number 2, the researcher discovered that the majority of the learners agreed with the efficacy of a chatbot (Memrise) in assisting them in learning a



new language. This was similar to the last debate in that the Memrise platform might help learners achieve their communication goals (Cakmak, 2022).

Then, using its chatbot features, Memrise created personalized learning experiences. Because of this adaptability, the platform was able to tailor courses and activities to specific skill levels, enhancing the learning experience. Memrise was also recognized for incorporating gaming elements onto their platform. The use of chatbots into this gamified environment made language learning more exciting and motivating, encouraging consistent practice.

The researcher discovered that learners favored digital platforms with chatbots over textbooks. The pro stated that learning with chatbots is more enjoyable than traditional resources. It might be noted that communicating with a chatbot is more exciting and interactive when compared to traditional ways. The dynamic nature of conversations may increase motivation and make learning more enjoyable. Furthermore, some chatbots are programmed to respond to specific learning needs, resulting in a more personalized learning experience. This versatility may be beneficial to pupils of varied skill levels.

The following discussion focused on elements of chatbots that could influence learners. According to the data, the majority of the students indicated that the benefit of chatbot assisted the learners in learning something beyond their knowledge, such as delivering audio visual, clear instructions, and translation into many languages. As a result, the researcher dealt with the fact that chatbots simulated real-life discussions, allowing linguistic abilities to be used. This could be quite beneficial for learners who desire to use the language in real-life situations.

In terms of students' willingness to be influenced by Memrise's chatbot, they mainly agreed that this platform influenced their learning experiences as well as their readiness to converse in English. Interacting with a chatbot, according to the researcher's information supported by prior article Cakmak (2022), might boost learners' confidence in speaking English: chatbots provided a non-judgmental and low-pressure environment for language practice.

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## **6. Conclusion**

This study revealed that the chatbot positively influenced students' willingness to communicate in English. The personalized learning experiences offered by the chatbot, adapting to individual skill levels, made language learning more interesting and motivational. Students felt that the non-judgmental and low-pressure environment provided by the chatbot boosted their confidence in speaking English. The gamification elements integrated into Memrise, along with the chatbot, added an enjoyable dimension to language learning. As technology continues to evolve, leveraging such innovative tools can contribute significantly to language education methodologies.

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