

**EFL STUDENTS' PERCEPTION TOWARDS THE USE
OF ARTIFICIAL INTELLIGENCE IN LEARNING
ENGLISH AT UIN PALOPO**

A THESIS

*Submitted to the English Study Program of Education and Teacher Training
Faculty of State Islamic University of Palopo for the S.Pd. Degree in the English
Study Program*



Composed by:

Dina Mentari

20 0202 0067

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025**

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- 1. Dr. Magfirah Thayyib, S.S., M.Hum.**
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
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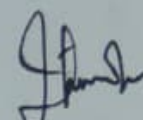
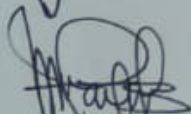
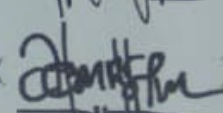
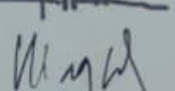
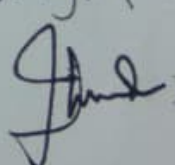
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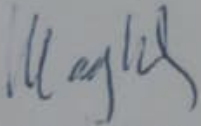
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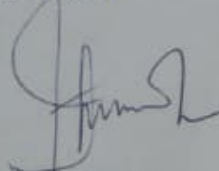
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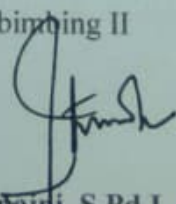
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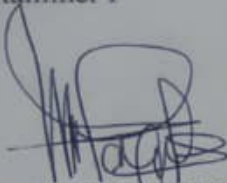
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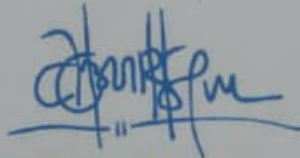
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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ، أَمَّا بَعْدُ

At the very beginning, the researcher would like to convey heartfelt thanks to Allah SWT for the infinite mercy and guidance throughout her academic journey, enabling her to complete this thesis successfully as a requirement for obtaining an undergraduate degree in the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Palopo, entitled “EFL Students’ Perception towards the Use of Artificial Intelligence in Learning English at UIN Palopo”. May peace and blessings continually be upon the Prophet Muhammad SAW, who conveyed the truth to all of humanity, and especially to the Muslim community.

The researcher received considerable assistance, support, motivation, guidance, and direction from various individuals throughout the process of completing this thesis. Therefore, the researcher wishes to extend sincere gratitude to all those who have contributed to the successful completion of this academic work. The researcher would like to thank the following individuals:

1. Dr. Abbas Langaji, M.Ag. is the Rector of UIN Palopo.
2. Prof. Dr. Sukirman, S.S., M.Pd. as the Dean of Education and Teacher Training Faculty of the State Islamic University of Palopo.
3. Husnaini, S.Pd.I., M.Pd. Head of the English Language Education Study Program at UIN Palopo.

4. Madehang, S.Ag., M.Pd. as the academic advisors for the invaluable guidance, insightful suggestions, and continuous support and encouragement throughout the course of this academic journey.
5. Dr. Magfirah Thayyib, S.S., M.Hum. and Husnaini, S.Pd.I., M.Pd. as the first and second consultant, respectively, for their invaluable guidance, constructive suggestions, and continuous encouragement in developing the content of this thesis. Their insights greatly contributed to the improvement of theoretical understanding and the writing of this scientific work at UIN Palopo.
6. Amalia Yahya, S.E., M.Hum. and Andi Tenrisanna Syam, S.Pd., M.Pd. as the first and second examiners, for their thorough review of this thesis and for offering numerous valuable suggestions and corrections, which significantly contributed to the enhancement of this work.
7. St. Hartina, S.Pd.I., M.Pd. as the validator of the research instrument, for her constructive suggestions, motivation, and guidance in refining and finalizing the research instrument used in this study.
8. The researcher's beloved parents, Herry Karba and Almh. Ferlina Jumain. Thanks for all the sacrifices, the love they have given, and their unfailing support, which have been the source of strength in every step of this journey. The researcher promises to keep trying and make them proud. Also, the researcher's beloved siblings and the whole family who cannot be mentioned one by one.

9. The sixth semester students at the English Language Education Study Program of UIN Palopo were the respondents, who participated in completing this research.
10. The researcher's classmates, Big Beneficent, thanks for all the support to this day.
11. The researcher's close friends, Yuspida and Bella Saputri, who have provided moral support and are good listeners. Their unwavering support and understanding have been her refuge during challenging times.

The researcher acknowledges that the completion of this thesis would not have been possible without the dedication and support of the aforementioned individuals. It is hoped that the findings of this study will be beneficial to readers and serve as a valuable reference for future research. The researcher also welcomes constructive feedback and suggestions to further improve the quality of this work. May Allah SWT bestow His blessings upon us all. Aamiin.

Palopo, June 4th 2025

The researcher,

Dina Mentari

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ABSTRACT

Dina Mentari, 2025. *"EFL Students' Perceptions Towards the Use of Artificial Intelligence in Learning English at UIN Palopo."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Magfirah Thayyib and Husnaini.

This study aims to identify the advantages and drawbacks of using artificial intelligence (AI) in learning English as a foreign language (EFL). A qualitative narrative approach was employed, involving 16 sixth-semester students from the English Education Study Program, selected through purposive sampling. Data were collected using open-ended questionnaires distributed online via Google Forms. The findings indicate that most students hold a positive view of AI integration, particularly in enhancing accessibility, enabling personalized learning, and developing the four core language skills: speaking, writing, reading, and listening. Nevertheless, participants expressed several concerns, including overreliance on technology, reduced in-class social interaction, and the limited accuracy of AI when performing tasks that require contextual sensitivity. Technical challenges, such as internet connectivity and restricted access to premium features, also emerged as obstacles. Based on these results, the study concludes that AI can serve as a valuable tool in EFL learning, provided it is implemented judiciously while maintaining human interaction and traditional pedagogical approaches. These findings are expected to inform educators, institutions, and researchers in designing balanced, learner-centered English language learning strategies supported by AI technology.

Keywords: Artificial Intelligence, English as a Foreign Language, Student Perceptions

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ABSTRAK

Dina Mentari, 2025. *"Persepsi Mahasiswa EFL terhadap Penggunaan Kecerdasan Buatan dalam Pembelajaran Bahasa Inggris di UIN Palopo."* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Magfirah Thayyib dan Husnaini.

Penelitian ini bertujuan untuk mengidentifikasi kelebihan dan kelemahan penggunaan kecerdasan buatan (AI) dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL). Pendekatan kualitatif naratif digunakan dengan melibatkan 16 mahasiswa semester keenam program studi Pendidikan Bahasa Inggris yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui kuesioner terbuka yang disebarakan secara daring menggunakan *Google Forms*. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa memiliki pandangan positif terhadap penggunaan AI, khususnya dalam meningkatkan aksesibilitas, pembelajaran yang dipersonalisasi, serta pengembangan keterampilan berbahasa utama, yaitu berbicara, menulis, membaca, dan menyimak. Meskipun demikian, peserta juga mengungkapkan sejumlah kekhawatiran, antara lain ketergantungan berlebihan pada teknologi, menurunnya interaksi sosial di dalam kelas, serta keterbatasan akurasi AI dalam menyelesaikan tugas-tugas yang memerlukan sensitivitas kontekstual. Selain itu, kendala teknis seperti konektivitas internet dan keterbatasan akses pada fitur premium turut menjadi hambatan. Berdasarkan temuan tersebut, disimpulkan bahwa AI dapat menjadi alat bantu yang bernilai dalam pembelajaran EFL, namun implementasinya perlu dilakukan secara bijaksana dengan tetap mempertahankan peran interaksi manusia dan pendekatan pedagogis tradisional. Temuan ini diharapkan dapat menjadi acuan bagi pendidik, institusi, dan peneliti dalam merancang strategi pembelajaran bahasa yang seimbang dan berpusat pada peserta didik dengan dukungan teknologi AI.

Kata Kunci: Kecerdasan Buatan, Bahasa Asing, Persepsi Mahasiswa

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الملخص

دينا منتاري، ٢٠٢٥. "تصوّر طلبة اللغة الإنجليزية لغةً أجنبيةً (EFL) حول استخدام الذكاء الاصطناعي في تعليم اللغة الإنجليزية في جامعة بالوبو الإسلامية الحكومية". رسالة جامعية، برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. بإشراف مغفرة طيب، وحسيني.

تهدف هذه الدراسة إلى الكشف عن مزايا وعيوب استخدام الذكاء الاصطناعي في تعليم اللغة الإنجليزية لغةً أجنبيةً. وقد استُخدم المنهج النوعي السردى بمشاركة ستة عشر طالباً من الفصل السادس في برنامج دراسة تعليم اللغة الإنجليزية، الذين اختيروا بطريقة العينة القصدية. وُجمعت البيانات من خلال استبانة مفتوحة وُزعت عبر الإنترنت باستخدام نموذج جوجل. أظهرت نتائج البحث أنَّ غالبية الطلبة لديهم نظرة إيجابية تجاه استخدام الذكاء الاصطناعي، خصوصاً في تعزيز سهولة الوصول، والتعلّم المخصص، وتنمية المهارات اللغوية الأساسية، وهي: المحادثة، والكتابة، والقراءة، والاستماع. ومع ذلك، عبّر المشاركون عن عدد من المخاوف، من بينها الاعتماد المفرط على التقنية، وتراجع التفاعل الاجتماعي داخل الصف، فضلاً عن محدودية دقة الذكاء الاصطناعي في أداء المهام التي تتطلب حساسية سياقية. كما برزت عقبات تقنية أخرى مثل ضعف الاتصال بالإنترنت، ومحدودية الوصول إلى الميزات المتميزة. وبناءً على هذه النتائج، خلصت الدراسة إلى أنَّ الذكاء الاصطناعي يمكن أن يكون أداةً فعالةً في تعليم اللغة الإنجليزية لغةً أجنبيةً، غير أنَّ تطبيقه ينبغي أن يتم بحكمة مع الحفاظ على دور التفاعل البشري والأساليب البيداغوجية التقليدية. ومن المأمول أن تشكّل هذه النتائج مرجعاً للمعلمين والمؤسسات والباحثين في تصميم استراتيجيات تعليمية متوازنة تتمحور حول المتعلم بدعم من تقنيات الذكاء الاصطناعي.

الكلمات المفتاحية: الذكاء الاصطناعي، اللغة الأجنبية، تصوّر الطلبة

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CHAPTER I

INTRODUCTION

A. Background

In the context of globalization, English has assumed a central role as the primary language of instruction in governmental institutions and serves as a dominant medium of communication in international conferences, professional forums, commercial sectors, and other formal domains.¹ In contrast to countries where English is used as a primary means of daily communication, English as a Foreign Language (EFL) is implemented in regions where English holds no official or dominant societal role. Indonesia exemplifies this context, as English is taught not as a native or second language, but as a foreign language.

In teaching and learning English, every student will encounter obstacles and difficulties that may impede optimal learning outcomes. One of the primary obstacles for EFL students is their limited vocabulary and difficulty in understanding pronunciation when listening to materials spoken at a natural speed. In order to master a new language, students must develop their abilities in speaking, listening, reading, and writing. Also, the mental barriers faced while learning a new language may include the fear of making mistakes, feelings of shyness, and a limited understanding of English grammar.²

¹ Devi Ismayanti et. al. (2024), 'The Students' Ability in Translating Newspaper Headlines into English "A Case Study"', *IDEAS*, 12.1, pp. 108–31, doi:10.24256/ideas. v12i1.4767.

² Alek Andika and Endah Mitsalina (2019) 'Analysis of Variety of Learning Difficulties to Indonesian Language Education Students On English Language Courses at University of Ma'arif NU Kebumen', *Social, Humanities, and Educational Studies (SHEs)*.

The process of learning and teaching a non-native language presents considerable challenges, as it involves more than just instructional delivery and entails a wide range of complex factors. Technological advancements in the modern era have demanded more refined approaches to teaching and learning, including the integration of media as a means to enhance instructional delivery. A variety of media learning strategies have the potential to facilitate enhanced learning outcomes. These forms of media include film excerpts, songs, movies, radio broadcasts and podcasts, newspaper articles, visual aids, imagery, graphic organizers, and other related instructional tools.³ Furthermore, the term “media” includes various applications powered by artificial intelligence, such as Google Translate, ChatGPT, Hivespell, Duolingo, Grammarly, and similar digital tools.

The technology like Artificial Intelligence (AI) in English language education is significantly reshaping teaching and learning practices by offering individualized learning pathways, increasing student engagement, and providing immediate feedback. AI-driven applications such as Duolingo and Grammarly leverage machine learning and Natural Language Processing (NLP) to tailor instructional content based on each learner’s specific needs and to facilitate the enhancement of writing skills. Moreover, for educators, AI contributes through advanced data analytics and the automation of administrative duties, thereby enabling greater emphasis on instructional activities.⁴

³ Nnenna Gertrude Ezech, Ojel Clara Anidi, and Basil Okwudili Nwokolo (2021) ‘Media-Support Teaching and Learning of English Language as a Second Language: Eliminating Stereotypes’, *English Language Teaching*.

⁴ Dr. Priya Agrawal (2024) ‘Role of Artificial Intelligence in Teaching and Learning English Language’, *International Journal For Multidisciplinary Research*.

Artificial Intelligence (AI) presents various benefits in the educational field, one of which is its capacity to design individualized learning experiences tailored to the unique needs of each student.⁵ These technologies also promote collaborative learning settings that contribute to the development of critical thinking and problem-solving abilities. Furthermore, AI tools are capable of automating a range of educational tasks, including evaluating student assignments and tracking their academic progress.⁶

A number of prior studies have investigated the utilization of ChatGPT as a widely adopted AI tool for language learning among students in Indonesia. Overall, it is commonly regarded as a beneficial aid for completing academic tasks, comprehending learning materials, and enhancing language proficiency.⁷ Moreover, students have indicated that ChatGPT positively contributes to their academic performance and supports the improvement of their writing abilities.⁸ Students further acknowledge the potential of ChatGPT to improve academic achievement, provided it is used responsibly and supported by institutional frameworks that uphold the integrity and quality of the educational process.⁹ One study focused on students' perspectives regarding ChatGPT as a resource for

⁵ Nina Marlina Aisyah Nurjanah, Irma Nuraeni Salsabila, Adelia Azzahra, Riska Rahayu (2024) 'Artificial Intelligence (AI) Usage In Today's Teaching And Learning Process: A Review'.

⁶ Potter Kaledio, Abill Robert, and Louis Frank, (2024) 'The Impact of Artificial Intelligence on Students' Learning Experience'.

⁷ Mochamad Arifin Alatas, Sahrul Romadhon, and Irma Rachmayanti (2024), 'Penggunaan Chat GPT Dalam Pembelajaran Bahasa: Perspektif Mahasiswa Tadris Bahasa Indonesia IAIN Madura', *Social, Humanities, and Educational Studies SHEs*., 7.3, pp. 1133–51.

⁸ Manto Lumban Gaol and Theresia Manalu (2024), 'Penggunaan ChatGPT Dalam Pembelajaran: Persepsi Mahasiswa', *In Search*, 22.1, pp. 254–59, doi:10.37278/insearch.v22i1.821.

⁹ Siti Rahmah and M. Ramli (2025), 'Pemanfaatan Chatgpt Dalam Mendukung Kinerja Akademik Mahasiswa', *Jurnal Riset Multidisiplin Edukasi*, 2.6, pp. 479–93, doi:10.71282/jurmie.v2i6.506.

learning English and its impact on their autonomy as learners. The findings indicated that students had positive perceptions of ChatGPT's role in supporting English language learning and promoting independent study. Most participants appreciated the tool's flexibility and ease of access.¹⁰

Nevertheless, students encounter several notable obstacles in utilizing AI tools for learning. One such challenge that students encounter in using AI in learning is the reliability of the internet network. Unstable network conditions present a significant obstacle to the effective use of technology that relies on internet connections, including AI tools. For students who living in areas with limited internet access, this poses a significant challenge. Furthermore, students are also concerned about becoming overly dependent on AI, which they fear may diminish their critical thinking, creativity, and integrity. Additionally, the complexity of certain features within the application or AI web interface can hinder their understanding.

Conducting an in-depth analysis of the potential of AI technologies within educational contexts is of critical importance. This research is anchored in an extensive review of relevant literature and includes a critical evaluation of prior studies to identify existing gaps in scholarly understanding. Moreover, it incorporates perspectives from students who have experience using AI-based tools in the classroom, offering valuable insights into both the advantages and disadvantages of such technologies. Based on these considerations, the researcher

¹⁰ Malik Al Zakwani and P. M. Binu (2025), 'Exploring Student Insights on ChatGPT as a Resource for Learning English and Its Influence on Learner Independence', *Forum for Linguistic Studies*, 7.2, pp. 813–24, doi:10.30564/fls.v7i2.7955.

was inspired to explore this topic under the title: “EFL Students’ Perception towards the Use of Artificial Intelligence in Learning English at UIN Palopo.”

B. Research Question

The research questions guiding this study are as follows:

1. How do EFL students perceive the benefits of artificial intelligence into English language learning?
2. How do EFL students perceive the disadvantages of artificial intelligence in English language learning?

C. Research Objective

This study aims to achieve the following objectives:

1. To investigate EFL students perceive the benefits of artificial intelligence into English language learning.
2. To explore EFL students perceive the disadvantages of artificial intelligence in English language learning.

D. Research Significances

This research is anticipated to offer several significant contributions:

1. For students:

It provides a deeper understanding of how artificial intelligence tools can facilitate and improve their English language learning experience, fostering greater learner autonomy and motivation.

2. For lecturers and educators:

The findings present valuable insights into students' perceptions, which can inform the more strategic and effective implementation of AI-based technologies in instructional practices.

3. For future researchers:

This study can serve as a useful reference for subsequent research exploring the role of technology—particularly artificial intelligence—in language education within EFL contexts.

4. For institutions:

It can help UIN Palopo understand how students respond to AI in language learning, potentially guiding policy or curriculum development related to digital learning tools.

E. Definition of Term

Following the title of this study, the following definitions are provided to clarify key concepts relevant to the research:

1. EFL

English as a Foreign Language (EFL) is a field of study that is taught in countries where the population does not use English on a day-to-day basis.

2. Artificial Intelligence

Artificial Intelligence (AI) refers to a technological system designed to support humans in executing various tasks through computer-based processes. In education, for instance, AI can be employed to identify errors in written work and to facilitate the translation of foreign languages.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Based on the results of the exploration of previous studies, the researcher identified several relevant studies from the literature. Despite the existence of a connection in the discussion, the present study is still significantly different from the previous studies. These are some previous studies related to this research, namely:

M. Khoirul Anam investigated EFL Students' Perceptions of the Use of Artificial Intelligence in Education. A qualitative research design is used in this study, employing surveys to gather data from students who integrate Artificial Intelligence in their English language learning. The result reveal that EFL students generally have positive perceptions of using AI in this context. A significant respondent reported a preference for AI tools, emphasizing their usefulness in facilitating and enhancing the learning process. Furthermore, AI can enhance students' comprehension of the English language.¹¹

Fais Wahidatul Arifatin and Riya Risqi Setyaningrum investigated the Students' Perceptions on the Use of AI in English Language Learning. This study employed a qualitative approach through the narrative inquiry method to explore students' attitudes, perceptions, and personal experiences related to the use of Artificial Intelligence in their English language learning process. The participants

¹¹ M Khoirul Anam (2024) 'EFL Students' Perceptions Of The Use Of Artificial Intelligence In Education'.

comprised 20 students enrolled in the Accounting, Management, and Islamic Economics programs under the Faculty of Economics and Business at Universitas Muhammadiyah Lamongan. The results indicate that, overall, students exhibit a favorable attitude toward the integration of AI into English language learning.¹² The difference shown in this previous research is that it focuses on students from the Faculty of Economics and Business, while the researcher will focus on students of English.

Dian Toar Y.G. Sumakul, Fuad Abdul Hamied, and Didi Sukyadi investigated Students' Perceptions of the Use of AI in a Writing Class. The data for this research were collected through semi-structured interviews involving eight EFL students from a university in Indonesia who had prior exposure to utilizing AI-based applications in their classroom learning. The results indicate that the participants generally held positive views regarding the integration of AI in educational contexts. They reported a high level of satisfaction with their learning experiences, particularly highlighting the usefulness of AI tools in enhancing their writing tasks.¹³ The key difference between previous studies and the current research lies in the scope of their focus. Earlier research concentrated specifically on the use of AI in enhancing writing skills, whereas the present study takes a more comprehensive approach by investigating students' general perceptions of AI's effectiveness in English language learning, without restricting the inquiry to a single language skill.

¹² Fais Wahidatul Arifatin et. al., (2024) 'Students ' Perception on the Use of AI in English'.

¹³ Dian Toar Y. G. Sumakul, Fuad Abdul Hamied, and Didi Sukyadi (2022) 'Students' Perceptions of the Use of AI in a Writing Class', *Proceedings of the 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021*.

Adolfina M. S. Moybeka, Nur Syariatn, Devilito P. Tatipang, Dina Amaliyah Mushthoza, Ni Putu Juliani Lestari Dewi, and Sulfany Tineh investigated the Artificial Intelligence and English Classroom: The Implications of AI toward EFL Students' Motivation. This research utilized a mixed-methods design, combining both quantitative and qualitative approaches for data collection and analysis. Quantitative data were collected through the distribution of structured questionnaires to EFL students with prior experience in AI-assisted language learning. Meanwhile, qualitative data were derived from document and literature analysis, offering an in-depth account of the participants' experiences, perspectives, and attitudes regarding the use of AI in EFL classroom settings.¹⁴ The primary distinction between the previous study and the present research lies in the methodological approach employed.

Failasuf Fadli and Mochamad Iskarim investigated Students' Perceptions of Artificial Intelligence Technology to develop 21st-century Learning Skills. The research design incorporated both survey and qualitative methods, with data collected through interviews and classroom observations involving final-semester students. The results indicated that students commonly engaged with digital platforms such as Canva, ChatGPT, and Quizizz to support their learning activities. Nevertheless, the study also highlighted a potential drawback: overdependence on AI tools may lead to reduced human interaction, which remains a vital element in

¹⁴ Adolfina M. S. Moybeka et. al., (2023) 'Artificial Intelligence and English Classroom: The Implications of AI Toward EFL Students' Motivation', Edumaspul: Jurnal Pendidikan.

the educational experience.¹⁵ The distinction lies in the scope of investigation: while the previous study explored the influence of AI on education in a broad and general context, the current research specifically focuses on the implementation of AI within the domain of English language learning.

The studies mentioned above are relevant to the investigation of Students' Perceptions of the Use of Artificial Intelligence in Education. Although there are both parallels and distinctions between previous research and the present study, earlier studies—such as the one conducted at IAIN Kediri—primarily focused on EFL students' views of AI in educational settings. The similarity lies in the shared aim of examining English language learners' perceptions of AI integration in the language learning process. However, the differences include the research context and methodology: the previous study was conducted at IAIN Kediri, whereas the current research takes place at UIN Palopo, and the approaches to data collection and analysis also differ.

B. Some Pertinent Ideas

1. Artificial Intelligence

a. Definition of Artificial Intelligence

Artificial Intelligence (AI) refers to a domain within computer science dedicated to designing machines or software that can execute functions traditionally attributed to human intelligence, which encompasses abilities like reasoning,

¹⁵ Failasuf Fadli and Mochamad Iskarim, 'Students ' Perceptions Of Artificial Intelligence Technology To Develop 21 St Century Learning Skills Artificial Intelligence Technology Provides Opportunities to Solve Problems and Simultaneously Find Learning Solutions . Artificial Intelligence Technolo', *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 27.1 (2024), pp. 178–90.

learning, and problem-solving. AI is a scientific entity created by humans and embedded into machines. Through the combination of extensive data sets, high-speed iterative processing, and intelligent algorithms, AI enables machines to analyze information and make decisions in a manner that resembles human cognition.¹⁶ Artificial Intelligence offers a wide range of applications, particularly within the educational sector. It can be utilized to develop personalized learning profiles that cater to each student's unique needs and preferences, allowing instructional content to be adapted according to individual abilities and learning styles.¹⁷

In the educational sector, the application of Artificial Intelligence has evolved from basic classification and recommendation systems to more advanced implementations, such as adaptive learning, affective computing, and immersive learning environments. The integration of Artificial Intelligence into education has shown significant potential in various areas, including the provision of feedback, logical reasoning, and the implementation of gamified learning experiences. It is widely acknowledged that humans are the most intelligent species on Earth, a status attributed to their abilities to think critically, apply logic, understand complex concepts, reason effectively, and make independent decisions. Additionally, they possess the ability to plan, innovate, and resolve problems to a greater extent than other species.

¹⁶ Desi Azizah, Aji Wibawa, and Laksono Budiarto (2021) 'Hakikat Epistemologi Artificial Intelligence', *Jurnal Inovasi Teknologi Dan Edukasi Teknik*, 1.8, pp. 592–98, doi:10.17977/um068v1i82021p592-598.

¹⁷ Hani Subakti (2024) 'Media Edukasi Tentang Pentingnya Artificial Intelligence Bagi Dunia Pendidikan Di Daerah Ibu Kota Nusantara (IKN)', *Jurnal Pengabdian Masyarakat Akademisi*.

Artificial intelligence represents a computational endeavor to attain human-level intelligence.¹⁸ This is to be achieved by utilizing machines with diverse computations. Such a system may consist of a series of advanced innovations designed to enable humans to interact with machines that can perceive, understand, operate, and learn. In essence, ArI is a discipline within computer science that focuses on creating systems capable of replicating human-like cognitive functions. This entails integrating insights and characteristics observed in humans in a manner that is compatible with computer processing. AI systems are capable of performing various human activities, including learning, planning, decision-making, and language comprehension. Furthermore, the advancement of technology and the emergence of digital platforms have significantly contributed to the enhancement of English language skill acquisition, making it easier to learn and educate oneself in this domain.

English is among the most widely spoken languages globally and is distinguished by its systematic and well-defined grammatical structure. As a result, mastering the English language has long been recognized as a considerable challenge for learners pursuing English as a Second Language (ESL) or English as a Foreign Language (EFL).¹⁹ Consequently, the advancement of English language pedagogy and its associated practices can be significantly improved through the integration of Artificial Intelligence, Machine Learning, intelligent search systems,

¹⁸ J Kaur and N S Gill, *Artificial Intelligence and Deep Learning for Decision Makers: A Growth Hacker's Guide to Cutting Edge Technologies* (Walter de Gruyter GmbH, 2019).

¹⁹ Dheeraj Mehrotra (2019) " *Basics of Artificial Intelligence & Machine Learning*" (Notion Press, 2019).

and Natural Language Processing technologies.²⁰ The deployment of artificial intelligence technology can serve to enhance students' English language learning outcomes.²¹

b. Kinds of AI in Education

The following presents selected types of AI commonly applied in educational settings, especially within English language teaching.

1. Adaptive Learning Systems

This AI is employed to tailor learning materials to the specific requirements of individual students. It is capable of assessing a student's progress and identifying areas of weakness, subsequently modifying the level of difficulty and the nature of the material provided in accordance with their level of comprehension. For illustrative purposes, consider the following example:

- a) Knewton is an adaptive learning platform that delivers customized course materials to students.
- b) DreamBox is a mathematics learning platform that employs artificial intelligence algorithms to adapt the learning process to each student's abilities.²²

²⁰ Rui Wang (2019) 'Research on Artificial Intelligence Promoting English Learning Change', 325.Emehss (2019).

²¹ Hemas Kumala Dewi, Nur Annisa Rahim, Raselly Elfa Putri, Tia Ivanka Wardani, Moses Glorino Rumambo Pandin (2021) 'The Use Of Ai (Artificial Intelligence) In English Learning Among University Student Case Study In English Department, Universitas Airlangga', M1.

²² De Lisi, R. & Reimer, M. (2019). "Adaptive learning: The future of personalized education." *Journal of Educational Technology Development and Exchange*, 12(1), 45-58.

2. Chatbots and Virtual Assistants

Artificial intelligence-powered chatbots can provide immediate assistance to students by responding to queries regarding lessons, offering feedback, or assisting with language practice. Within the context of English language instruction, chatbots may be employed to engage in conversational practice, enhance writing abilities, and administer grammar exercises. For example:

- a) Duolingo employs artificial intelligence (AI) to provide interactive English exercises.
- b) English Helper is a platform that employs AI to assist students in learning English, through both textual and conversational means.²³

3. Speech Recognition Technology

Speech recognition technology employs artificial intelligence to assist learners in enhancing their English pronunciation and fluency. This technology is frequently integrated into language learning applications and virtual classrooms. The following example illustrates its practical application.

- a) Google Speech-to-Text is a technology that can convert speech into text, which is employed for the purpose of pronunciation practice.
- b) Rosetta Stone, employing speech recognition technology to provide corrective feedback on students' pronunciation during the process of language learning.²⁴

²³ Liu, J., & Shi, H. (2020). "AI-powered chatbots for language learning: Current trends and future directions." *Journal of Educational Computing Research*, 58(3), 459-47.

²⁴ Baker, M., & Smith, B. (2021). "Advancements in speech recognition for second language learning." *Journal of Language Technology*, 15(2), 201-220.

4. AI in Automated Assessment

AI is employed to facilitate the automated assessment of student work, particularly in the evaluation of writing abilities or responses to English-language queries. The system is capable of providing prompt feedback, which can be beneficial for enhancing students' competencies. Example:

- a) Turnitin utilizes Artificial Intelligence (AI) to evaluate the originality of students' academic work and to generate feedback aimed at improving their writing proficiency.
- b) Grammarly employs artificial intelligence (AI) to identify and provide corrections and suggestions regarding grammatical, spelling, and writing style errors.²⁵

5. Artificial Intelligence in Game-based Teaching and Learning

Artificial Intelligence is utilized in educational games to improve students' English language proficiency by offering interactive and engaging learning experiences. These games often incorporate AI-driven mechanisms to automatically adapt difficulty levels and deliver appropriate feedback to learners. The following example serves to illustrate this application:

- a) Kahoot! is an example of a digital platform that integrates Artificial Intelligence (AI) to enhance and optimize students' learning experiences. A quiz platform that employs gamification elements to enhance student engagement.

²⁵ Jones, A., & Yang, S. (2020). "The role of AI in automatic essay scoring and feedback." *Computers & Education*, 148, 103788.

- b) Quizlet is a mobile application designed for game-based learning, with the objective of facilitating the memorization of English vocabulary.²⁶

6. AI for Machine Learning in Language Translation

The utilization of artificial intelligence (AI) through automated translation systems can assist students in learning English by displaying the equivalent of words or phrases in their native language. This is particularly beneficial in the context of teaching vocabulary or reading comprehension. For example:

- a) Google Translate employs machine learning to facilitate more accurate translation between languages
- b) DeepL Translator is renowned for its capacity to translate text more naturally.²⁷

The presence of machine translators plays a significant role in the development of translation technology. While they are not yet able to fully substitute human translators, their contribution in providing fast and efficient translation services is undeniable. Moreover, these machines are equipped to process and translate a wide range of textual and spoken language inputs.²⁸

7. AI in the field of learning analytics

Artificial intelligence (AI) can be employed to analyze learning data from a multitude of sources, including student interactions with digital content, in order

²⁶ González, S., & Flores, R. (2019). "AI-enhanced gamification for language learning." *Journal of Educational Games and Learning Technologies, 6(1), 35-47.

²⁷ Sato, M., & Imai, Y. (2022). "Machine learning for language translation in educational contexts." *Journal of Artificial Intelligence in Education, 32(2), 283-299.

²⁸ Jufriadi, Amalia Asokawati, and Magfirah Thayyib (2022), 'The Error Analysis of Google Translate and Bing Translator in Translating Indonesian Folklore', *FOSTER: Journal of English Language Teaching*, 3.2, pp. 69–79, doi:10.24256/foster-jelt.v3i2.89.

to provide insights into performance and areas for improvement. This allows educators to design more impactful and pedagogically effective learning experiences. Example:

- a) Canvas, a learning platform that employs AI to assess student progress and offer suggestions for improvement.
- b) Edmodo, utilizes analytics to monitor student engagement and provide data-driven feedback.²⁹

The application of artificial intelligence (AI) into the educational sector—especially within English language learning—has witnessed a period of accelerated development since 2019. A range of technological tools, including adaptive learning, chatbots, speech recognition, automated assessment, and learning analytics, have been integrated into the instructional process to enhance the personalization and effectiveness of the learning experience.

c. The Advantages and Disadvantages of AI

1. The Advantages

The adoption of Artificial Intelligence (AI) in the educational domain has emerged as a widespread practice. A considerable proportion of students now utilize AI to enhance their comprehension and learning processes, much like the routine use of electricity or computers in academic settings. AI is a highly versatile technology, with a vast range of potential applications, spanning language translation, image recognition, decision-making processes, credit scoring, and

²⁹ Baker, R. S., & Inventado, P. S. (2021). "Educational data mining and learning analytics." *Journal of Educational Technology & Society, 24(2), 1-14.

beyond. Artificial Intelligence holds substantial potential to transform teaching, learning, and academic research practices.

As a rapidly evolving technology, AI presents transformative possibilities for enhancing the quality, efficiency, and personalization of higher education. In the realm of research, AI is anticipated to contribute significantly by fostering learner autonomy, supporting both educators and students in efficiently locating and accessing relevant information, and automating routine tasks such as data collection and analysis. These capabilities can ultimately lead to more streamlined and effective teaching and learning processes, while also improving the overall quality of academic outputs.³⁰

Artificial Intelligence (AI) refers to the ability of machines or computer-based systems to replicate and execute functions traditionally associated with human intelligence, such as reasoning, learning, decision-making, and problem-solving. In academic research, AI has emerged as a highly effective tool, facilitating the rapid, efficient, and cost-effective gathering, processing, and analysis of large-scale data. Additionally, AI significantly improves the accuracy of statistical evaluations of vast collections of published research literature.³¹ Artificial Intelligence (AI) technology presents considerable opportunities to improve multiple dimensions of the educational process, including the promotion of

³⁰ Anand Y. Kenchakkanavar, (2023) 'Exploring the Artificial Intelligence Tools: Realizing the Advantages in Education and Research', *Journal of Advances in Library and Information Science*, 12.1 (2023).

³¹ Al-Ameri, L.T., & Hameed, E.K. (2023) Artificial Intelligence: Current Challenges and Future Perspectives. *AL-Kindy College Medical Journal*.

autonomous learning, the utilization of virtual assistants, and the deployment of adaptive assessment systems.

For instance, in the development of instructional modules, AI-driven technologies can enhance both the interactivity and the effectiveness of the learning experience. The incorporation of tools such as QR codes to access supplementary resources may assist students in gaining a deeper understanding of the presented material.³² AI-based virtual assistants play a significant role in facilitating student learning by helping them locate relevant educational materials, respond to inquiries, and deliver real-time feedback. Moreover, the application of AI in adaptive assessment enables the evaluation of students' comprehension levels and supports the development of tailored intervention strategies to address individual learning needs.

The keynote presentations emphasize the profound influence of artificial intelligence on the fields of education and research. In particular, AI-driven virtual assistants are increasingly adopted to offer continuous support to students, such as responding to academic inquiries, assisting with course registration and scheduling, and facilitating access to institutional resources. Additionally, AI plays a pivotal role in quality assurance practices, including grade point average (GPA) computation and plagiarism detection. This allows educators to dedicate their attention to the core task of teaching. The rise of artificial intelligence (AI) technology challenges the traditional perception that learning English is a difficult,

³² Husnaini (2022), 'Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students', *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10.1, pp. 538–60, doi:10.24256/ideas.v10i1.2408.

time-consuming, and costly endeavor. Today, AI enables English learning to take place anytime, anywhere, and in a variety of flexible formats.³³

2. The Disadvantages

Although the incorporation of artificial intelligence into educational environments offers many advantages, it is essential to recognize the possible risks it entails. Increasing dependence on AI in the learning process may lead to overreliance on technology, potentially giving rise to various unintended negative outcomes. The utilization of artificial intelligence is not without its inherent disadvantages.

The initial issue pertains to the dearth of human interaction. The lack of nuanced human interaction inherent to artificial intelligence language learning tools may prove inadequate for developing the conversational and social aspects of language proficiency. The second issue is an excessive focus on technology. An overreliance on artificial intelligence for language learning may result in the neglect of the crucial role played by real-world communication, cultural nuances, and social context in language acquisition.

A further consideration is the potential for errors. The accuracy of feedback provided by artificial intelligence systems may be imperfect, and the context in which they operate may be misinterpreted, which could result in errors in the learning process. A fourth limitation is the understanding of context. Artificial intelligence may encounter difficulties in fully comprehending the

³³ Liya Umaroh, Mukaromah Mukaromah, and Muhammad Naufal (2023), 'Enhancing Speaking Skill Through Ai-Powered Technology', *Seminar Nasional Teknologi Dan Multidisiplin Ilmu (SEMNASTEKMU)*, 3.1, pp. 142–48, doi:10.51903/semnastekmu.v3i1.209.

nuances and context of language, which could result in misunderstandings or inaccuracies in feedback.³⁴ For example, students perceive digital reading as challenging because it requires independent study without detailed explanations from the lecturer. They report better comprehension when receiving direct, face-to-face instruction.³⁵ This indicates that technology is not always a substitute for direct explanation from the teacher, and also shows that direct interactions is more effective than learning that relies entirely on technology.

2. Using AI in Learning English

Artificial Intelligence in the context of English language education refers to the utilization of AI systems to improve the organization and selection of academic content, thereby enhancing the overall teaching and learning process.³⁶ Exploring the effectiveness of Artificial Intelligence in teaching English language is essential for uncovering new opportunities and innovations in language education.³⁷ The advancement of Artificial Intelligence (AI) has brought about various opportunities as well as challenges within the realm of teaching and learning the English language.³⁸

³⁴ Sachin Bhbosale, Vinayak Pujari, and Zameer Multani (2020) 'Advantages And Disadvantages Of Artificial Intellegence', 77, pp. 6–9.

³⁵ Andi Tenrisanna Syam and Dewi Furwana (2023), 'The Lecturers and Students' Voice about Digital Reading', *Linguistics Initiative*, 3.1, pp. 66–78, doi:10.53696/27753719.3193.

³⁶ Turki Rabah Al Mukhallafi (2020), 'Using Artificial Intelligence for Developing English Language Teaching/Learning: An Analytical Study from University Students' Perspective', *International Journal of English Linguistics*, 10.6, p. 40, doi:10.5539/ijel.v10n6p40.

³⁷ Dhanan Abimanto and Iwan Mahendro (2023), 'Efektivitas Penggunaan Teknologi AI Dalam Pembelajaran Bahasa Inggris', *Sinar Dunia: Jurnal Riset Sosial Humaniora Dan Ilmu Pendidikan*, 2.2, pp. 256–66, doi:10.58192/sidu.v2i2.844.

³⁸ Hariyanto Subiyantoro et. al., (2023) 'Dampak Kecerdasan Buatan (AI) Terhadap Pengajaran Bahasa Inggris Di Perguruan Tinggi: Tantangan Dan Peluang', *Prosiding Seminar Nasional Pascasarjana Universitas Negeri Semarang*,.

English lecturers have adopted various forms of AI to support various instructional tasks, such as posing and responding to questions, identifying grammatical errors, detecting plagiarism, paraphrasing texts, and conducting literature reviews. While AI provides various benefits in improving English language instruction, it simultaneously introduces a range of critical obstacles. One potential concern is the possibility of AI replacing certain aspects of the English teaching profession in the future. Thus, to remain effective and aligned with current educational trends, English lecturers are required to continually upgrade their digital literacy skills.

The Artificial Intelligence (AI) in English Language Teaching (ELT) offers both promising opportunities and inherent risks, depending on how it is implemented. When appropriately applied, AI has the potential to greatly improve language learning process by providing personalized feedback and learning activities tailored to students' individual needs, proficiency levels, and learning styles.

While AI offers numerous benefits in English Language Teaching (ELT), its implementation also raises valid concerns. One major issue is the potential for dehumanization in the process of language learning, as excessive reliance on AI could diminish meaningful human interaction, which is crucial for fostering communicative competence. Additionally, students might develop an excessive dependent on technological tools, which could hinder the development of critical interpersonal and communication skills. Therefore, it is essential to underscore that Artificial Intelligence (AI) is not intended to replace human educators, but rather to

serve as a supplementary tool that reinforces and enriches conventional language teaching practices.³⁹ AI-driven tools, including intelligent tutoring systems and language learning applications, offer personalized feedback, real-time pronunciation practice, and interactive learning activities that enhance student engagement.

These technologies accommodate diverse learning styles and individual learning paces, thereby facilitating more accessible and effective language acquisition. Nonetheless, several challenges persist. Concerns regarding the accuracy and reliability of AI-generated content, as well as issues related to data privacy and ethical considerations, must be carefully addressed to ensure the responsible and sustainable integration of AI in language education. Despite these challenges, AI offers significant potential for enhancing the language learning experience by creating more adaptive, flexible, and learner-centered educational environments.⁴⁰

³⁹ Enik Rukiati et al (2023), 'AI on Learning English: Application, Benefit, and Threat', *Journal of Language, Communication, and Tourism*, 1.2, pp. 32–40, doi:10.25047/jlct.v1i2.3967.

⁴⁰ Lestari Wulandari (2024) 'The Impact of Artificial Intelligence on English Language Learning', *Pustakailmu.Id*, 4.9, pp. 1–19, doi:10.1016/j.system.2024.103428.

C. Conceptual Framework

The conceptual framework of this research can be design as the following figure below:

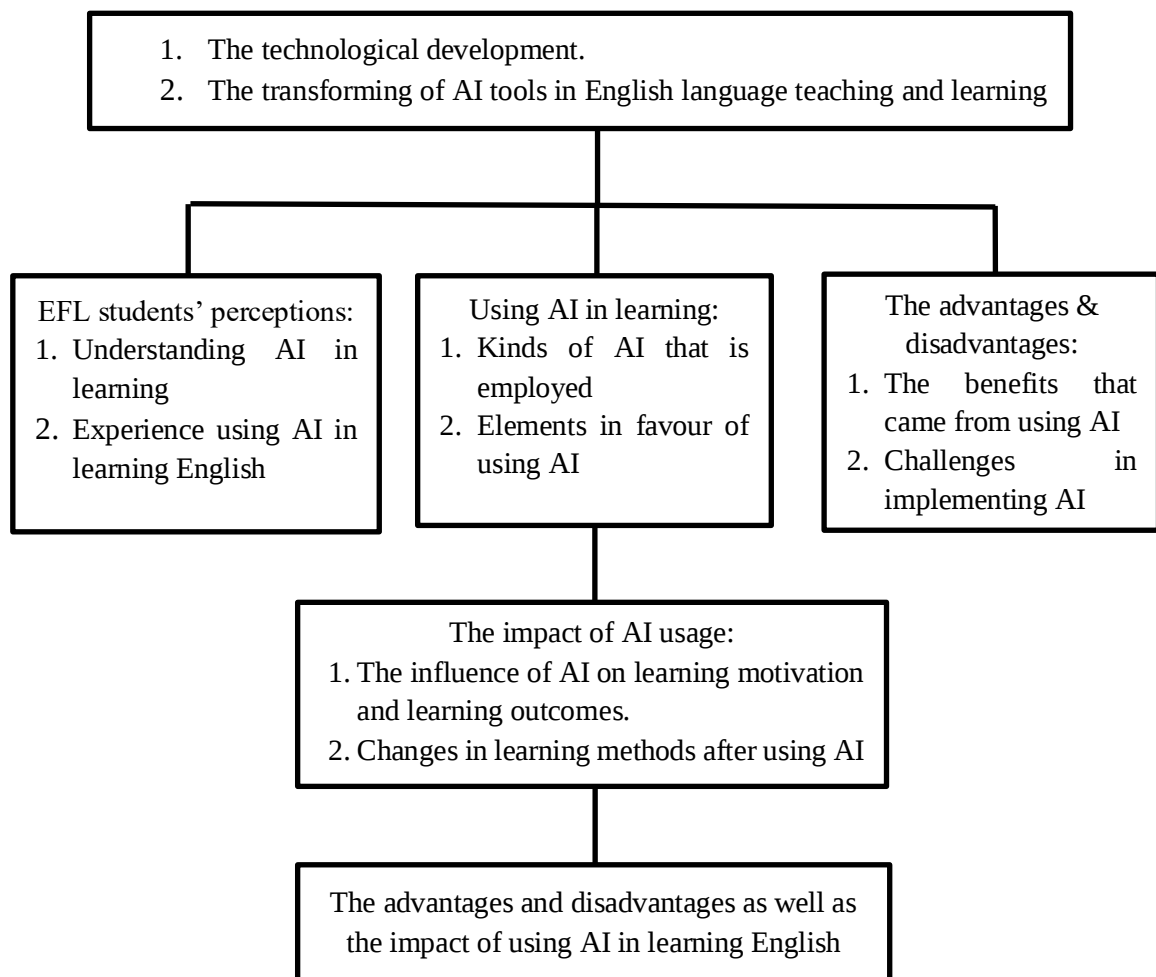


Chart 2.1 Conceptual Framework

This research investigates the rapid technological advancements and the evolving role of Artificial Intelligence (AI) tools in the teaching and learning of the English language. As AI becomes increasingly embedded in educational environments, it is imperative to explore how English as a Foreign Language (EFL)

students perceive the integration of such technologies within their language learning experiences.

The conceptual framework of this study consists of several interconnected components:

1. EFL Students' Perceptions of AI in Learning

The first component focuses on students' understanding of Artificial Intelligence (AI) within the context of English language learning. It delves into how students conceptualize AI and the extent of their familiarity with its functions in educational settings. Additionally, this component explores learners' practical experiences with AI tools, including grammar checkers, language translation applications, AI-powered writing assistants, and interactive language learning platforms. These tools are examined in terms of their perceived usefulness, frequency of use, and the specific ways in which they support the development of English language skills.

2. The Use of AI in English Learning

The second component centers on the types of Artificial Intelligence (AI) tools utilized by students and the factors that facilitate their use. This section examines the selection process, including how students identify, choose, and interact with various AI technologies in their English language learning. It also considers the underlying factors influencing their preferences, such as ease of use, accessibility, perceived effectiveness, prior exposure, and recommendations from peers or instructors. Understanding these elements provides insight into the

decision-making processes that shape students' engagement with AI-based learning tools.

3. The Advantages and Challenges of Using AI

This section identifies the perceived benefits of using AI, such as increased learning efficiency, improved engagement, and greater access to learning resources. It also highlights the challenges faced by students, including technical limitations, lack of digital literacy, and difficulties in integrating AI tools effectively into their learning routines.

4. The Impact of AI Usage

This component explores how the use of AI affects students' learning motivation and learning outcomes. It also examines whether AI leads to changes in learning methods and strategies, such as becoming more autonomous or adopting different approaches to language acquisition.

The interaction of these elements provides a comprehensive view of how EFL students at UIN Palopo perceive, utilize, and are affected by AI in their English learning experience. The framework aims to identify both the advantages and disadvantages, as well as the overall impact within the context of English as a Foreign Language (EFL) education.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a narrative qualitative method. It aims for describing students' perspectives regarding the usefulness of Artificial Intelligence in supporting their English language learning, as well as to identify potential challenges they may encounter when learning with the assistance of AI. Qualitative research is also defined as an evolving process that occurs in natural settings, enabling researchers to gather rich, detailed data based on real-world experiences.⁴¹ Qualitative research methodology is considered appropriate when the researcher explores emerging areas of inquiry or seeks to go beyond conventional perspectives to uncover and theorize significant issues.

B. Research Subject

The researcher employed purposive sampling as the sampling method. The participants were sixth-semester students enrolled in the English as a Foreign Language program at UIN Palopo. The sixth semester has 3 classes: BIG 6A, BIG 6B, and BIG 6C with a total 40 students and 16 students as interviewees. The subject consisted of 3 men and 13 women. The age range of respondents is 21-23 years old. The subjects in this study were chosen because they had been using AI for longer in the English learning process.

⁴¹ John W. Creswell, *Qualitative, Quantitative, and Mixed-Methods Research*, Sage Publication, 2018, IV, doi:10.1128/microbe.4.485.1.

C. Instrument of the Research

In the process of data collection, the researcher employed questionnaire in written form through the posing of a series of pertinent questions aligned with the research objective. The type of question that given is open-ended questions totalling 10 items. The aims of the questionnaire are twofold: firstly, to ascertain students' perspective on the utilisation of AI in learning English; secondly, to identify any challenges they may encounter in this process. The written format of the interview allows students to express themselves with greater freedom and openness that might otherwise be the case. The question framework table is as follows:

No.	Aspect of the question	Item number
1.	The advantages of using AI in learning English	1-5
2.	The disadvantages of using AI in learning English	6-10

Table 3.1 Question Framework

D. Procedure of Data Collection

The following section outlines the methodology employed by the researcher in the collection of data.

1. The researcher provided some questions in the Google form for eliciting students' opinions regarding the utility of Artificial Intelligence (AI) in English language learning, along with the challenges they encounter in its implementation. The written forms sent through the respondent's social media account, so when respondents have difficulty in understanding the question, they can contact the researcher.
2. The researcher collated all responses from the students.

3. The researcher analyzed the collected answers to ascertain students' opinions on the usefulness of AI in learning English and the difficulties they face.

E. Technique of Data Analysis

The researcher collected all student responses to analyze their perspective of the use of Artificial Intelligence in the English learning process and to identify the challenges they encountered. Narrative analysis was employed as the method of data interpretation in order to explore the participants' perspectives in depth. The technique of collecting data using narrative analysis involves collecting stories from individuals, where the stories are analysed to understand their meaning and structure.⁴² The stages in the narrative analysis process are as follows:

1. Data collection: the data collected through written questions that submitted to a Google form containing individual narratives.
2. Data reduction: the collected narrative data then be reduced to highlight important elements. This process involves selecting parts of the answer that are relevant to the research objectives for further analysis.
3. Interpretation of meaning: the researcher interpreted the meaning that contained in the narrative.
4. Presentation the findings: The following table presents a structured summary of students' perceptions and the challenges they experienced in using AI for learning English.

⁴² Jerome Bruner, *Acts of Meaning: Four Lectures on Mind and Culture* (Harvard university press, 1990), III.

This presentation seeks to provide a comprehensive understanding of individuals' experiences and the ways in which they interpret and construct meaning regarding the use of Artificial Intelligence (AI) technology in the context of English language learning.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents and discusses the findings of the analysis in relation to the research problem. The open-ended survey questions were specifically designed to elicit comprehensive and in-depth responses from students concerning their perceptions of the role of Artificial Intelligence (AI) in their educational experiences, including both the opportunities and challenges they encountered. The study targeted sixth-semester students enrolled in the English Language Education Study Program at UIN Palopo. Although the total population consisted of 40 students, data were collected through purposive sampling, resulting in a final sample of 16 participants. The responses gathered from the questionnaire provided valuable insights into the students' perceptions and experiences related to the use of AI in learning English.

This study employs data reduction, a process of selecting responses that are relevant to the research objectives. Consequently, some informants' responses that were deemed not meet the researcher's criteria have been excluded. Based on the results of the questionnaire, the following are selected responses from several participants, illustrating their perceptions regarding the use of Artificial Intelligence in English language learning.

No	According to you, what are the most effective AI applications or websites in supporting English language learning? Why?
R1	ChatGPT, because it is able to answer questions accurately and relevantly.
R2	Duolingo, Google Scholar, DeepL for translate
R3	One of them is ChatGPT because I find it very easy to use.
R4	Stimuler, because very supportive to speaking skill
R5	ChatGPT, Cake, and Duolingo are my top three recommendation.
R6	ChatGPT is highly useful in completing tasks.
R7	ChatGPT, because this tool may deliver responses that meet the parameters of the questions asked.
R8	Duolingo because the app was created to help people learn English.
R9	Google Translate
R10	ChatGPT and Preplexity AI because deliver fairly accurate replies and are quite user-friendly.
R11	I use Google Translate because I can translate words or sentences using this tool, and when I want to write formal sentences, Grammarly helps me make sure the word arrangement is accurate.
R12	ChatGPT is more precise and more accurate.
R13	The Grammarly app is an excellent tool for improving English writing. It also offers advice on English grammar, phrase construction, and writing style.
R14	Applications like Grammarly and ChatGPT are highly effective for English learning because they adapt the learning material, provide instant feedback, and enable conversation practice with native-like responses, making learning faster and more interactive.

- R15 I find ChatGPT to be the most effective AI application for learning English because it is easy to access.
- R16 In my opinion, DeepL Translator and Perplexity AI are very helpful for learning English.

Table 4.1 The Effective AI Used in EFL Class

Based on the students' responses above, most of the students have used ChatGPT, Duolingo, Grammarly, and Preplexity AI to learn English.

AI Application and Website

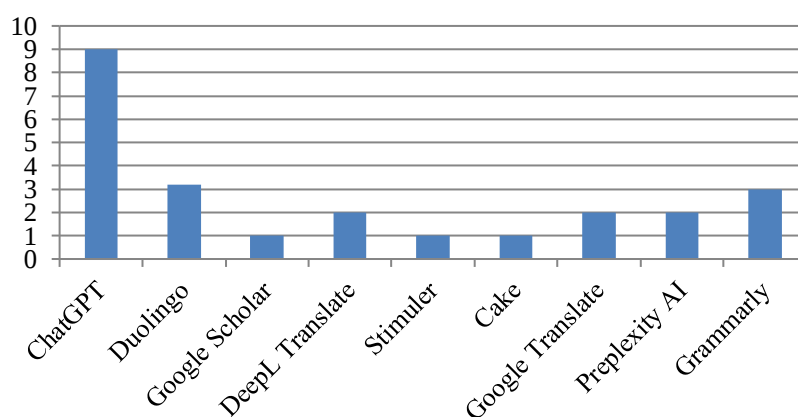


Chart 4.1 Most Effective AI According to Students

- No How effective is AI in helping you improve your skills in English, such as speaking, listening, writing, or reading?
- R1 With the presence of AI, reading, listening, and speaking skills are significantly improved.
- R2 Although I do not frequently engage with English, AI has helped me improve my speaking skills.
- R5 They help simplify the process without requiring a lot of money.
- R8 AI applications provide feedback and help correct mistakes.

R10	AI is efficacious in improving my English, especially speaking, as I often practice and ask AI to correct my pronunciation.
R11	AI tools and online resources have greatly improved my confidence and skills by providing a variety of learning materials. They help address difficulties in learning English by offering clear examples and explanations.
R12	AI is very effective in improving grammar by simply providing prompts.
R13	AI helps enhance speaking skills through interactive conversations and pronunciation feedback, provides listening materials with various accents and transcripts for better comprehension, and supports writing by correcting grammar mistakes and improving style. It also aids in reading by explaining difficult words and testing comprehension.
R14	AI is very effective in improving all language skills—speaking, listening, writing, and reading—by offering real-time corrections and flexible access anytime and anywhere.
R15	It is easy to access and helps me write articles and theses by improving sentence structure and finding references.
R16	Using AI in all four English skills is effective—especially in writing, where it helps fix grammar and spelling. AI also gives summaries and text analysis, which allows me to understand reading materials better, and it has listening features too.

Table 4.2 Improving English Skills Using AI

According to students' responses above, the majority of students think AI is very effective at helping them improve their English-speaking, listening, writing, and reading skills because it offers feedback features that allow students to evaluate their abilities and correct their mistakes in areas like grammar and pronunciation.

No	What advantages have you experienced when using AI in learning English?
R2	As someone who is not really fond of English, AI tools have made learning more manageable by providing accessible explanations and translations.
R3	The advantages include accessibility and ease of use, allowing learners to study anytime and anywhere.
R5	AI allows learners to discover new vocabulary and pronunciation, and makes it easier to understand difficult words.
R7	One of the main advantages is the ability to address learning difficulties by delivering the necessary information.
R8	AI allows me to study anytime and anywhere, offering the answers I need and supporting discussions on various topics.
R10	AI can help correct writing and pronunciation errors thoroughly and assist me in learning new vocabulary and its context.
R13	The main advantages of AI include easy access to practice anytime, instant feedback, and personalized materials based on my level.
R16	I like that AI lets me study anytime and anywhere, without being tied to a schedule. For example, I can practice speaking or writing whenever I have time.

Table 4.3 The Advantages of Using AI in Learning English

According to the students' responses above, the majority of students believe that the benefits of using AI in learning, particularly in learning English, are its flexibility, which can be used at any time and from any place, and the availability

of feedback features to assess students' performance in English practice with AI features.

No	How does AI help you overcome the difficulties you face in learning English?
R2	It doesn't completely help, as sometimes AI doesn't provide the answers we are looking for. However, it is still quite helpful in solving existing problems, such as translating or composing correct English sentences.
R5	It makes it easier to find the meanings of difficult words.
R10	AI is helping me learn new vocabulary and how to use it in every context.
R12	It helps correct grammatical errors and adds information needed in English conversations
R13	AI assists in overcoming learning difficulties by giving structured exercises, direct feedback, and detailed explanations of errors.
R14	AI helps overcome learning difficulties through direct feedback, structured exercises, and explanations of mistakes.
R15	It serves as an initial learning medium for students before discussing topics in class.

Table 4.4 How to Encounter English Learning Difficulties Using AI

Based on the students' responses above, the majority perceive AI as a valuable tool in overcoming challenges in learning English. They highlighted that AI offers features such as grammar correction and pronunciation assistance, which enable learners to identify and rectify errors in real-time, thereby facilitating more effective and independent language acquisition.

No	In your opinion, what is the role of AI in enhancing interaction between students and teachers in English learning?
R1	It plays a role in increasing students' motivation.
R6	Of course, AI is capable of improving interaction between students and teachers in English language learning. Teachers want to understand students' comprehension of the material, so they can provide exercises that both sharpen students' speaking skills and help them practice pronunciation to become more fluent, while also building their confidence in using English in general.
R8	AI helps provide learning materials delivered by the teacher, which are then accessed and discussed together with students, especially conversation materials.
R12	AI serves as a supporting medium and an additional learning tool. For example, when students have difficulty understanding the material given by the teacher, AI can assist.
R13	AI can enhance interaction between students and teachers by providing learning tools that support the teaching process, such as interactive exercises, error analysis, and instant feedback.
R15	AI can become an initial learning medium for students before the material is discussed in class.
R16	AI can also help create a collaborative space between students and teachers, such as AI-based discussion forums, where students can ask questions and interact with their classmates. AI can even suggest questions or discussion topics based on trends or difficulties faced by the class as a whole.

Table 4.5 The Role of AI in Student and Teacher Interaction

According to the replies of the students, the majority of them feel that AI may help to improve interaction between students and teachers when studying English since it can serve as an extra medium to enhance the learning process.

No	What disadvantages have you encountered when using AI features in English learning?
R2	There are several applications or websites that are limited and paid, even though they are actually very good for learning English.
R3	When translating into English, sometimes the use of words or their placement in a sentence is not quite accurate.
R4	Sometimes there are issues with internet connectivity.
R7	Sometimes the answers provided are not in line with the questions asked.
R13	Sometimes I find it difficult to understand more complex contexts or to receive feedback that is more personal compared to that from a human teacher.
R14	Sometimes it does not provide more in-depth explanations.
R15	Network issues.
R16	In learning English, I tend to rely on technology, so when I face technical problems such as poor internet connection or unsupported devices, my learning experience can be disrupted.

Table 4.6 The Disadvantages of Using AI in Learning English

Based on students' responses above, the most common drawbacks in using technology like AI for learning are unstable internet connections and less supportive devices. In learning English, the shortcomings of AI include not providing more in-

depth contextual answers, sentence structures that do not adhere to grammar, and the presence of some paid features.

No	What are the drawbacks you have felt in terms of interaction with teachers or fellow students when using AI to learn English?
R3	In my opinion, AI reduces student-teacher learning interaction because some lecturers direct students to study independently, making students more reliant on AI assistance in learning rather than receiving material directly from lecturers.
R8	Sometimes, using AI as a tool and learning medium reduces direct interaction among students.
R9	Most students depend on AI, which results in decreased interaction among classmates in the classroom.
R13	AI cannot replace rich and diverse human interaction, such as direct discussions, more comprehensive explanations, or sharing learning experiences.
R14	Social interaction is limited because no matter how sophisticated AI is, it still cannot replace direct discussions with teachers or fellow students.
R16	Lack of emotional involvement. Human teachers or peers are better at detecting our feelings or emotional needs and can provide moral support or motivation when we struggle in learning a foreign language.

Table 4.7 The Disadvantages of AI for Interaction in Class

From the students' perspective, it can be concluded that dependence on AI gradually makes students learn independently, resulting in reduced interaction between students and teachers and among peers. However, no matter how advanced technology like AI becomes, it still cannot replace direct interaction between

teachers and students or among students themselves because AI cannot detect the feelings or emotional needs required when facing difficulties in learning English.

No	In your opinion, which AI features are considered less effective in English learning? Why?
R2	Lack of personalization, as some AI systems are not flexible enough to adapt to what is needed.
R5	The presence of premium features makes students reluctant to learn due to the additional cost required.
R9	AI often struggles to recognize social situations and is also limited in providing truly natural responses in conversations.
R10	Automatic translation features are needed because sometimes AI fails to understand the language context well.
R11	Pronunciation features are important because the native pronunciation is sometimes unclear and is spoken too quickly.
R14	Grammar correction tools sometimes fail to grasp the intended context.
R16	Limited voice recognition, which still struggles to handle different accents or imperfect pronunciation, leading to word choice errors.

Table 4.8 The Less Effective AI Features

Several students' statements suggest that AI has some features that are less effective in learning English, such as the premium feature, which limits the learning process for free, the text translation feature, which is contextually inappropriate and often contains grammatical errors, and the voice translation feature, which is unclear due to the pronunciation being too fast.

No	How do you handle mistakes or inaccuracies when using AI in English learning?
R1	Repeating and correcting my question if the answer given is incorrect.
R3	I usually double-check using a dictionary if the word provided doesn't match the context, or I ask someone more knowledgeable.
R5	Searching through other references.
R6	If there is an inaccuracy, I will search on another site.
R8	Reviewing the learning results and asking the teacher.
R10	Using other sources to ensure the results provided by AI are accurate.
R14	Using other sources or discussing with the teacher.

Table 4.9 How to Handle the Errors of AI in Learning English

Based on the respondents' opinions about the limitations of AI, students tend to overcome these shortcomings by employing a variety of approaches, both independently and collaboratively. This reflects a level of awareness regarding the importance of verification and contextual understanding in the English learning process using AI.

No	Do you feel that AI limits your ability to think critically or creatively in English learning? Please explain.
R1	Yes. I feel lazy to think when completing lessons because I always rely on AI.
R2	Not really, because basically, AI only helps to complete things that we are less capable of solving ourselves.
R3	In my opinion, no. On the contrary, AI can help me think critically.

R5	Yes, because AI is easy to access, the brain no longer needs to work hard to think actively and critically.
R9	Yes, because it makes people only want instant results without critical thinking, which can weaken cognitive ability.
R10	No, AI only helps provide new ideas, which actually helps me think critically to develop them further.
R11	AI does not limit it, but relying too much on AI can reduce the opportunity to practice problem-solving independently.
R12	Yes, because with AI, we tend to become lazier in thinking due to the availability of instant features that are easier to access.
R15	No, because AI helps us generate ideas that can be elaborated on and even develop those ideas.

Table 4.10 Does AI Limit Students' Critical Thinking

It can be concluded that some students believe that AI does not limit their thinking abilities because AI only helps to complete what is not well understood and only provides basic ideas that the students can critically develop. Some others argue that AI limits the ability to think actively and critically because it relies on the convenience of AI's instant features that can be accessed anytime and anywhere.

B. Discussion

This research, which uses a narrative qualitative method to examine the perceptions of English students regarding the use of AI in learning English, shows that students have both positive and negative views on the utilization of AI in learning.

1. Positive Perceptions towards Using AI

In Table 4.1, each respondent has their answer regarding the web or AI applications that are effective for learning. However, most answered ChatGPT because it can answer questions quite accurately and relevantly. Students perceive AI as a beneficial resource for improving essay quality, brainstorming, and providing immediate feedback in a low-anxiety environment.⁴³ Those who chose Grammarly did so because it helps hone writing skills in English while also providing suggestions on grammar and correct sentence structure. Grammarly is perceived as an effective automated writing assesment, supporting students in identifying errors and improving writing skills, although cost and offline access remain concerns.⁴⁴ Applications like Duolingo are also popular among students, especially for learning English, because they are designed to support foreign language skills through gamification. Due to its gamification features, Duolingo is seen as engaging and flexible for grammar learning, but students note limitations in explaining complex rules and suggest combining it with traditional instruction for better comprehension.⁴⁵

In Table 4.2, respondents have a favorable opinion regarding the effectiveness of AI in enhancing their skills in writing, reading, speaking, and listening. This is because AI provides direct feedback features in the form of answers and corrections to students' writing and speaking errors, making it easier

⁴³ Arifatin and others.

⁴⁴ Utami Dewi, 'Grammarly as Automated Writing Evaluation: Its Effectiveness from EFL Students' Perceptions', *Lingua Cultura*, 16.2 (2023), pp. 155–61, doi:10.21512/lc.v16i2.8315.

⁴⁵ Mei Fanni and Mega Mulianing Maharani, 'Students ' Perceptions Regarding the Use of Duolingo to Enhance Grammar Learning', 1.3 (2024), pp. 185–93.

for students to correct their mistakes. AI-powered tools offer unprecedented opportunities to personalize and enhance language learning across all four key skills. For writing, AI can provide instant and detailed feedback on grammar, vocabulary usage, stylistic choices, and overall coherence, thereby guiding learners toward more effective and accurate written expression. In reading, AI tutors can adapt texts to individual proficiency levels and offer contextual definitions, fostering deeper comprehension. For speaking and listening, AI-driven platforms can simulate conversations with realistic pronunciation, analyze speech patterns for errors, and provide immersive listening practice, making language acquisition more interactive and accessible than ever before.⁴⁶

In Table 4.3, the main advantage of AI frequently mentioned by the respondents is its accessibility, which can be accessed anytime and anywhere. This makes it easier for students to learn flexibly without being tied to a specific schedule or time. AI enables digital services to be accessed anytime and anywhere, making them more practical, effective, and efficient.⁴⁷

In Table 4.4, students believe that AI is quite helpful in addressing the problems faced because several AI applications and websites offer correction features for students' performance in real-time, allowing students to immediately identify and correct their mistakes according to AI's guidance. The most helpful correction features for learning English are the correctors for grammar, spelling,

⁴⁶ Bin Zou and others, 'An Investigation Into Artificial Intelligence Speech Evaluation Programs With Automatic Feedback for Developing EFL Learners' Speaking Skills', *SAGE Open*, 13.3 (2023), doi:10.1177/21582440231193818.

⁴⁷ Sukarta Atmaja, 'Pemanfaatan Artificial Intelligence (AI) Dalam Transformasi Digital Untuk Pelayanan Publik', *Jurnal Manajemen Dan Bisnis*, 6.1 (2024), pp. 9–21, doi:10.47080/jmb.v6i1.3233.

and pronunciation. AI-powered systems can automatically correct composition errors, provide real-time feedback, and personalize the learning experience.⁴⁸

In Table 4.5, students believe that AI plays a role in building interaction between students and teachers because AI can serve as a supporting medium that helps provide lesson materials or discussion topics for class. AI can complement, not replace, the important role of teachers in building emotional relationships and ethically guiding students.⁴⁹ Also, tools can help teachers build interactions with students and optimize administrative tasks.⁵⁰

2. Negative Perceptions towards Using AI

Table 4.6 shows that a common problem faced when using AI, especially in learning, is internet connectivity. AI is a technology that can only be accessed using the internet, which is one of its drawbacks. Students and teachers will have difficulty completing learning activities that have already started using AI if there is a connection error. The primary constraint in online learning is a poor internet connection, which students and teachers try to solve by finding better network access.⁵¹ Additionally, the accuracy of AI is still lacking, such as in translation, where it sometimes does not match the context or grammar, and when providing answers, it does not explain in detail, only giving a general overview. For example,

⁴⁸ Ira Irzawati, 'The Integration of Duolingo Into Efl Learning', *Esteem Journal of English Education Study Programme*, 6.2 (2023), pp. 328–37, doi:10.31851/esteem.v6i2.12317.

⁴⁹ Resnawita Deti Karmanita, 'Sistematik Literatur Review : Intelegant System Di Dunia Pendidikan', 2.4 (2024), pp. 51–55.

⁵⁰ A Sugiarto, Arie S M Lumenta, and Pingkan A K Pratas, 'Pelatihan Dan Pendampingan Pemanfaatan Tools Artificial Intelligence Untuk Guru Training and Assistance in the Utilization of Artificial Intelligence Tools for Teachers 1 Brave Universitas Sam Ratulangi , Indonesia Pre-Trained Transformer) Sebagai Chatbo', 2.6 (2024).

⁵¹ Robbi Indra Kelana, Rahmanelli, and Fitriana Syahar, 'Jurnal Buana', *Buana*, 3.3 (2018), pp. 451–65.

Google Translate's Indonesian-to-English translations have significant grammatical errors and do not accurately convey the intended meaning.⁵² In the other hand for speaking activity, it can be easily for instructors to implemented in communication with students using technology, in practice, this is rarely carried out effectively due to various challenges, including unstable internet connections and poor network quality.⁵³

Table 4.7 shows that the effectiveness of AI leads to a lack of interaction among students as well as interaction with teachers due to dependence on AI. According to the respondents, some teacher direct students to study independently, which leads to a lack of direct interaction in the classroom. The sophistication of AI cannot replace the role of humans, who can involve emotional feelings and moral support during discussions. Excessive use of AI can decrease social interaction and increase feelings of isolation among students, requiring strategies to promote balanced and wise AI usage.⁵⁴

Table 4.8 shows that some respondents believe that the grammar correction feature and the translation feature sometimes do not understand the language context well, resulting in less coherent sentence structures. Additionally, the presence of premium features also poses a challenge for students in exploring lessons using AI, as it requires additional costs. Students feel that the AI translation

⁵² Setia Marito and Erwin Ashari, 'Efl Students' Perception About Machine Translation', *Jurnal Dimensi*, 6.2 (2017), pp. 256–69, doi:10.33373/dms.v6i2.1050.

⁵³ Ermawati, Nur Fadilah Nurchalis, Ahmed Sardi (2021). Online EFL teaching and learning: different skills, different challenges. *DOAJ (DOAJ: Directory of Open Access Journals)*. <https://doi.org/10.24256/ideas.v9i1.1912>

⁵⁴ Anggina Putri Azizah and others, 'Dampak AI Yang Mempengaruhi Psikologis Mahasiswa', 2023, pp. 46–56.

software, like Google Translate, does not fully understand the context and cannot reduce grammar errors in their writing.⁵⁵ Also, the EFL students find that the machine translation sometimes does not understand the context well, leading to confusion about grammar and structure.

Table 4.9 shows that most students demonstrate an active and critical approach when encountering mistakes or inaccuracies provided by AI in learning English, and prefer to correct existing errors by asking the instructor or by using other sources, such as dictionaries or opening other websites. This reflects that students are not fully dependent on AI, but rather use it as a supportive tool while still maintaining their autonomy and critical thinking in learning English. This attitude is important because it can help them develop problem-solving ability and minimize the risk of being misled by inaccurate information generated by AI.

Table 4.10 shows two different dominant answers. Some students argue that AI does not limit students' thinking to become more critical because, in their opinion, AI only helps complete tasks that they are less capable of doing by providing key ideas, which in turn fosters critical thinking. Others argue that AI limits critical thinking because its features are readily accessible, making users dependent on tools and instant media. This is what causes a weakness in thinking because the brain often does not work actively due to the frequent reliance on increasingly advanced technological progress. The study concludes that although AI holds considerable potential as a tool for developing critical thinking, its

⁵⁵ Jevi Haryanti and Ribut Sabartono, 'The Adoption of an AI Translation Software to Reduce Lexico-Grammatical Errors at Higher Education', *Linguapedia*, 7.2 (2023), pp. 63–69, doi:10.56013/linguapedia.v7i2.2470.

implementation should be carefully managed. An integrative approach that maximizes AI's benefits while remaining vigilant of its limitations is crucial for effectively fostering critical thinking skills among EFL learners.⁵⁶

The findings of this research reveal that students generally perceive the use of AI in English language learning positively. A majority of participants acknowledged that AI-driven tools like ChatGPT, Duolingo, and other interactive platforms have contributed to the improvement of their English skills, including speaking, writing, reading, listening, grammar, and pronunciation. These results are consistent with earlier research that emphasized the ability of AI to deliver personalized and continuous practice, especially in areas such as grammar and pronunciation.⁵⁷

One of the most appreciated aspects of AI, as noted by students, is its ability to provide instant feedback and its accessibility at any time and from any location. This ease of access supports the development of learner autonomy, allowing students to take greater control over their learning process. By enabling independent access to resources and real-time feedback, AI tools encourage self-directed learning and continuous improvement outside the traditional classroom setting.⁵⁸

⁵⁶ Darwin and others, 'Critical Thinking in the AI Era: An Exploration of EFL Students' Perceptions, Benefits, and Limitations', *Cogent Education*, 11.1 (2024), doi:10.1080/2331186X.2023.2290342.

⁵⁷ Fais Wahidatul Arifatin et. al. (2024) 'Students ' Perception On The Use Of Ai In English'.

⁵⁸ Rusmiyanto and others, 'The Exploitation of Artificial Intelligence in Developing English Language Learner's Communication Skills', *Journal on Education*, 06.01 (2023), pp. 750–57, doi:10.1109/ICCCNT56998.2023.10307203.

However, despite the many benefits, this study also identifies several drawbacks of AI as well as students' concerns. Some respondents expressed concerns about becoming overly dependent on technology. They noted that excessive use of AI could potentially hinder their critical thinking abilities and reduce meaningful interaction with teachers and peers. These concerns highlight the importance of maintaining a balanced approach that integrates AI with traditional learning methods, ensuring that technology serves as a support rather than a substitute for human engagement and cognitive development.

Additionally, some students also noted that although AI can provide useful information, sometimes that information is not entirely accurate or relevant. Respondents reported that they have experienced confusion due to the answers provided by AI. This highlights the importance of digital literacy and the ability to evaluate information sources, which should be taught alongside the use of technology in education.

In summary, the findings of this research suggest that students of English language education generally possess a favorable perception of the integration of Artificial Intelligence (AI) in language learning. Nonetheless, they also exhibit an awareness of the potential challenges, including excessive dependence on technology and the diminution of interpersonal communication. Hence, educational institutions must incorporate AI into the curriculum through a balanced and well-considered strategy. This entails equipping students with comprehensive training on the effective and critical utilization of AI tools, thereby allowing them to fully leverage technological benefits while minimizing possible adverse effects.

All things considered, in conducting research on English students' perceptions of using AI for learning English, the researcher faced several challenges. These included time constraints that limited the depth and scope of data collection, low levels of student motivation in completing the questionnaire, and a number of responses that were not entirely aligned with the research objectives. These obstacles impacted the comprehensiveness of the findings and suggest the need for improved engagement strategies and clearer communication of research goals in future studies.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study, it can be concluded such as:

1. EFL students at UIN Palopo generally have a positive perception of Artificial Intelligence in learning English. They recognize AI as a supportive tool that enhances accessibility to learning materials, provides real-time feedback, and helps develop English skills, including speaking, writing, reading, and listening. Students appreciate the flexibility, personalization, and efficiency that AI brings to their learning experiences.
2. However, this research also reveals several concerns. Some students express worry about the potential for over-dependence on AI, a reduction in social and classroom interaction, and the occasional inaccuracy or contextual limitations of AI-generated content. In addition, technical issues such as poor internet connection and limited access to premium features also pose challenges.

In conclusion, while AI offers significant advantages for English language learning, its use should be balanced with traditional teaching methods and human interaction. Educators and curriculum developers are encouraged to integrate AI thoughtfully, ensuring it complements rather than replaces the essential elements of language learning. It is important to remember that students' perceptions vary

depending on their personal experiences with technology and how AI is applied in the context of learning.

B. Suggestion

These recommendations are based on the research findings, such as:

1. For Educators

Teachers are encouraged to using AI into English language learning in a balanced and thoughtful manner. While AI can improving English skills and provide instant support, it should not replace human interaction. Teachers should guide students in using AI responsibly and combine it with interactive classroom activities to maintain social and communication skills.

2. For Students

Students are advised to use AI tools wisely as a supplement to their learning. They should not rely solely on AI-generated content, but instead use it as a reference to support critical thinking, creativity, and independent problem-solving.

3. For Institutions

Educational institutions should provide training and workshops for both educators and students on how to use AI effectively in the learning process. This includes digital literacy development to help users evaluate AI-generated content critically.

4. For Future Researchers

Future researchers are encouraged to investigated the long-term effects of AI in language learning, particularly the impact on students' critical thinking

abilities, motivation, and overall academic performance. Comparative studies involving different educational levels and backgrounds could provide a broader and more comprehensive understanding of AI's role and effectiveness in language education.

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A P P E N D I C E S



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax. : (0471) 326048, Email : dpmptsp@palopokota.go.id, Website : http://dpmptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2025.0550/IP/DPMPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : **DINA MENTARI**
Jenis Kelamin : **P**
Alamat : **Dsn. Salupao, Kec. Sabbang Selatan, Kab. Luwu Utara**
Pekerjaan : **Mahasiswa**
NIM : **2002020067**

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**AN ANALYSIS OF EFL STUDENTS' PERCEPTIONS TOWARD THE USE OF ARTIFICIAL INTELLIGENCE IN
LEARNING ENGLISH**

Lokasi Penelitian : **INSTITUT AGAMA ISLAM NEGERI PALOPO**
Lamanya Penelitian : **7 Mei 2025 s.d. 7 Agustus 2025**

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak bertaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 7 Mei 2025



Ditandatangani secara elektronik oleh :
Kepala DPMPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jl. Agatis, Kelurahan Balandi, Kecamatan Bara, Kota Palopo 91914
Email: pbi@iainpalopo.ac.id

SURAT KETERANGAN

Assalamu'alaikum Wr.Wb.

Saya Yang bertanda tangan di bawah ini :

Nama : Husnaini, S.Pd.I., M.Pd
NIP : 19840820 200902 2 007
Jabatan : Ketua Prodi Pendidikan Bahasa Inggris

Menerangkan Bahwa :

Nama : Dina Mentari
NIM : 2002020067
Prodi : Pendidikan Bahasa Inggris

adalah benar telah melaksanakan penelitian di Program Studi Pendidikan Bahasa Inggris untuk kepentingan penyusunan Tesis dengan judul **"An Analysis of EFL Students' Perceptions toward the Use of Artificial Intelligence in Learning English at UIN Palopo."**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Palopo, 17 Juni 2025

Ketua Program Studi



Husnaini, S.Pd.I., M.Pd
NIP 19840820 200902 2 007

LEMBAR VALIDASI INSTRUMEN PENELITIAN ANALISIS PERSEPSI MAHASISWA BAHASA INGGRIS TERHADAP PENGUNAAN AI DALAM PEMBELAJARAN BAHASA INGGRIS

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini mencakup aspek-aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka sesuai dengan penilaian yang Anda berikan.
3. Interval skala yang digunakan sebagai berikut:
 1. Tidak layak
 2. Kurang layak
 3. Cukup layak
 4. Layak
 5. Sangat layak
4. Dimohon kesediaan anda untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	Uraian	Kelayakan				
		1	2	3	4	5
I	Aspek Pendahuluan					
a.	Tujuan penelitian dinyatakan dengan jelas				✓	
b.	Tujuan kuesioner dinyatakan dengan jelas				✓	
c.	Petunjuk pengisian kuesioner mudah dipahami				✓	

II	Aspek Isi	1	2	3	4	5
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan evaluasi isi materi					✓
b.	Pembagian kategori pada butir-butir kuesioner sesuai					✓
c.	Butir-butir kuesioner sudah sesuai dengan tujuan penelitian					✓
III	Aspek Bahasa	1	2	3	4	5
a.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami				✓	✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar					✓
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien				✓	✓
d.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif				✓	✓

C. Komentar

.....

.....

.....

D. Saran

.....

.....

.....

E. Kesimpulan

Instrument kuesioner ini (lingkari 1 pilihan)

1. Tidak dapat digunakan
- ②. Dapat digunakan
3. Dapat digunakan dengan perbaikan

.....

.....

.....

Palopo, 6 Februari 2025

Penilai Kelayakan

Hartina

St. Hartina, S.Pd., M.Pd.

QUESTIONNAIRE

An Analysis of EFL Students' Perception towards the Use of Artificial Intelligence in Learning English at IAIN Palopo

A. Data Responden

Name :.....

NIM :.....

Semester/Class :.....

B. Tujuan Penelitian

Penelitian ini bertujuan untuk mendapatkan pemahaman lebih lanjut tentang pendapat mahasiswa Bahasa Inggris dalam belajar bahasa Inggris menggunakan Artificial Intelligence. Semua informasi yang anda berikan akan dijaga kerahasiaannya dan hanya akan digunakan untuk tujuan penelitian.

C. Petunjuk Pengisian

Baca setiap pertanyaan dengan teliti. Pastikan anda memahami setiap pertanyaan sebelum memberikan jawaban. Bentuk kuesioner ini adalah pertanyaan terbuka. Silahkan jelaskan pendapat, pengalaman, atau perasaan anda dengan jelas dan detail dalam bentuk kalimat atau paragraph. Jika anda memiliki pertanyaan atau membutuhkan klarifikasi tentang kuesioner ini, silahkan hubungi kontak peneliti.

1. Menurut anda, apa saja aplikasi atau web AI yang paling efektif dalam mendukung pembelajaran bahasa Inggris? Mengapa?

Answer:

.....

.....

.....

2. Bagaimana efektifitas AI dalam membantu meningkatkan keterampilan anda dalam bahasa Inggris seperti berbicara, mendengarkan, menulis, atau membaca?

Answer:

3. Apa saja kelebihan yang anda rasakan saat menggunakan AI dalam pembelajaran bahasa Inggris?

Answer:

4. Bagaimana AI dapat membantu dalam mengatasi kesulitan belajar bahasa Inggris yang anda hadapi?

Answer:

5. Apa peran AI dalam meningkatkan interaksi antara siswa dan pengajar dalam pembelajaran bahasa Inggris menurut anda?

Answer:

6. Apa saja kekurangan yang anda rasakan saat menggunakan fitur AI dalam pembelajaran bahasa Inggris?

Answer:

7. Apa kekurangan yang anda rasakan dalam hal interaksi terhadap pengajar maupun sesama pelajar saat menggunakan AI untuk belajar bahasa Inggris?

Answer:
.....
.....
.....

8. Menurut anda apa saja fitur AI yang dianggap kurang efektif dalam pembelajaran bahasa Inggris? Mengapa?

Answer:
.....
.....
.....

9. Bagaimana anda menangani kesalahan atau ketidakakuratan yang terjadi saat menggunakan AI dalam pembelajaran bahasa Inggris?

Answer:
.....
.....
.....

10. Apakah anda merasa bahwa AI membatasi kemampuan anda untuk berpikir kritis atau kreatif dalam pembelajaran bahasa Inggris? Jelaskan.

Answer:
.....
.....
.....

KUESIONER PENELITIAN PERSEPSI MAHASISWA BAHASA INGGRIS TERHADAP PENGUNAAN AI DALAM BELAJAR BAHASA INGGRIS DI IAIN PALOPO

Penelitian ini bertujuan untuk mendapatkan pemahaman lebih lanjut tentang pendapat mahasiswa Bahasa Inggris dalam belajar bahasa Inggris menggunakan Artificial Intelligence. Semua informasi yang anda berikan akan dijaga kerahasiaannya dan hanya akan digunakan untuk tujuan penelitian.

Nama *

Safitra Nuraziza.....

NIM *

2202020025.....

Kelas/Semester *

BIG.6C.....

Baca setiap

pertanyaan dengan teliti. Pastikan anda memahami setiap pertanyaan sebelum memberikan jawaban. Bentuk kuesioner ini adalah pertanyaan terbuka. Silahkan jelaskan pendapat, pengalaman, atau perasaan anda dengan jelas dan detail dalam bentuk kalimat atau paragraph. Jika anda memiliki pertanyaan atau membutuhkan klarifikasi tentang kuesioner ini, silahkan hubungi kontak peneliti.

1. Menurut anda, apa saja aplikasi atau web AI yang paling efektif dalam mendukung pembelajaran bahasa Inggris? Mengapa? *

Chat gpt, karena mampu menjawab pertanyaan dengan akurat dan relevan.

2. Bagaimana efektifitas AI dalam membantu meningkatkan keterampilan anda dalam bahasa Inggris seperti berbicara, mendengarkan, menulis, atau membaca? *

Dengan adanya AI keterampilan membaca , mendengarkan dan berbicara jadi lebih meningkat.

3. Apa saja kelebihan yang anda rasakan saat menggunakan AI dalam pembelajaran bahasa Inggris? *

Sangat membantu, salah satunya membantu memberikan jawaban ketika kita tidak mengetahui, membantu menemukan sesuatu yang kita butuhkan.

4. Bagaimana AI dapat membantu dalam mengatasi kesulitan belajar bahasa Inggris yang anda hadapi? *

Sangat membantu

5. Apa peran AI dalam meningkatkan interaksi antara siswa dan pengajar dalam pembelajaran bahasa Inggris menurut anda? *

Meningkatkan motivasi siswa

6. Apa saja kekurangan yang anda rasakan saat menggunakan fitur AI dalam pembelajaran bahasa Inggris? *

Ketergantungan pada data

7. Apa kekurangan yang anda rasakan dalam hal interaksi terhadap pengajar maupun sesama pelajar saat menggunakan AI untuk belajar bahasa Inggris? *

Saya pikir tidak ada

8. Menurut anda apa saja fitur AI yang dianggap kurang efektif dalam pembelajaran bahasa Inggris? Mengapa? *

Tidak ada

9. Bagaimana anda menangani kesalahan atau ketidakakuratan yang terjadi saat menggunakan AI dalam pembelajaran bahasa Inggris? *

Saya biasanya mengulangi dan memperbaiki pertanyaan saya jika jawaban yang dia berikan keliru.

10. Apakah anda merasa bahwa AI membatasi kemampuan anda untuk berpikir kritis atau kreatif dalam pembelajaran bahasa Inggris? Jelaskan *

Iyaa karena saya rasa dengan menggunakan AI ini saya jadi malas dalam berfikir karena jika ada hal-hal yang perlu di cari atau dipecahkan pasti selalu lari ke AI.

KUESIONER PENELITIAN PERSEPSI MAHASISWA BAHASA INGGRIS TERHADAP PENGGUNAAN AI DALAM BELAJAR BAHASA INGGRIS DI IAIN PALOPO

Penelitian ini bertujuan untuk mendapatkan pemahaman lebih lanjut tentang pendapat mahasiswa Bahasa Inggris dalam belajar bahasa Inggris menggunakan Artificial Intelligence. Semua informasi yang anda berikan akan dijaga kerahasiaannya dan hanya akan digunakan untuk tujuan penelitian.

Nama *

IRMA.....

NIM *

2202020016.....

Kelas/Semester *

PBI 6B.....

Baca setiap

pertanyaan dengan teliti. Pastikan anda memahami setiap pertanyaan sebelum memberikan jawaban. Bentuk kuesioner ini adalah pertanyaan terbuka. Silahkan jelaskan pendapat, pengalaman, atau perasaan anda dengan jelas dan detail dalam bentuk kalimat atau paragraph. Jika anda memiliki pertanyaan atau membutuhkan klarifikasi tentang kuesioner ini, silahkan hubungi kontak peneliti.

1. Menurut anda, apa saja aplikasi atau web AI yang paling efektif dalam mendukung pembelajaran bahasa Inggris? Mengapa? *

Duolingo, Google Scholar, DeepL untuk translate,

2. Bagaimana efektifitas AI dalam membantu meningkatkan keterampilan anda dalam bahasa Inggris seperti berbicara, mendengarkan, menulis, atau membaca? *

Hampir semua nya terutama dalam menggunakan bahasa inggris di aktivitas meskipun jarang di lakukan tpi dengan adanya AI, cukup melatih improving speaking skill

3. Apa saja kelebihan yang anda rasakan saat menggunakan AI dalam pembelajaran bahasa Inggris? *

Mengetahui cara spelling nya karena saya sendiri sebenarnya tidak suka dengan bahasa inggris, tpi dengan adanya AI cukup membantu saya dalam memahami bahasa inggris ini, sprti grammar juga dan cara penyebutan kata dalam bahasa inggris

4. Bagaimana AI dapat membantu dalam mengatasi kesulitan belajar bahasa Inggris yang anda hadapi? *

Tidak sepenuhnya membantu, karena kadang kala juga AI tidak menjawab apa yang kita minta, tapi cukup lumayan membantu dalam mengatasi masalah yang ada. Seperti ingin mentranslate atau membuat kalimat bahasa inggris dengan benar.

5. Apa peran AI dalam meningkatkan interaksi antara siswa dan pengajar dalam pembelajaran bahasa Inggris menurut anda? *

Yah AI lumayan membantu dalam membangun interaksi, terlebih lagi saya sendiri tidak terlalu paham dengan bahasa inggris tapi dengan adanya AI ini mulai memudahkan, seperti dalam mencari kata yang tidak di pahami, membuat poster dengan bantuan ai itu sangat mudah.

6. Apa saja kekurangan yang anda rasakan saat menggunakan fitur AI dalam pembelajaran bahasa Inggris? *

Terkadang informasi AI yang di dapat itu sangat mudah di gunakan dalam pembelajaran bahasa inggris namun ada yang terbatas hanya beberapa kali pakai terus berbayar.

7. Apa kekurangan yang anda rasakan dalam hal interaksi terhadap pengajar maupun sesama pelajar saat menggunakan AI untuk belajar bahasa Inggris? *

Ya itu tadi keterbatasan akses AI, ada yang berbayar.

8. Menurut anda apa saja fitur AI yang dianggap kurang efektif dalam pembelajaran bahasa Inggris? Mengapa? *

1. Terbatas dalam menganalisis kesalahan berpikir atau cognitive error, AI hanya mendeteksi kesalahan secara awal saja misal grammar atau spelling,
 2. Kurangnya personalisasi seperti ad beberapa sistem AI kurang fleksibel dalam menyesuaikan apa yang dibutuhkan. Biasa itu menggunakan ukuran one size fits all
- Mungkin itu saja

9. Bagaimana anda menangani kesalahan atau ketidakakuratan yang terjadi saat menggunakan AI dalam pembelajaran bahasa Inggris? *

Kalau AI yang kita sering gunakan ada kesalahan hanya ada 2 bantuan yaitu lanjut cari di google ataupun youtube.

10. Apakah anda merasa bahwa AI membatasi kemampuan anda untuk berpikir kritis atau kreatif dalam pembelajaran bahasa Inggris? Jelaskan *

Tidak juga, karena pada dasarnya AI hanya membantu kita untuk menyelesaikan hal apa yang kurang mampu untuk kita kerjakan. Satu hal, AI bukanlah sesuatu yang bisa menyelesaikan masalah kita sepenuhnya, hanya membantu jika kita tidak bisa lagi menyelesaikan suatu hal tersebut. Dan jangan ketergantungan AI juga, karena sering kali dibuat untuk tidak berfikir padahal kita bisa.

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KUESIONER PENELITIAN PERSEPSI MAHASISWA BAHASA INGGRIS TERHADAP PENGUNAAN AI DALAM BELAJAR BAHASA INGGRIS DI IAIN PALOPO

Penelitian ini bertujuan untuk mendapatkan pemahaman lebih lanjut tentang pendapat mahasiswa Bahasa Inggris dalam belajar bahasa Inggris menggunakan Artificial Intelligence. Semua informasi yang anda berikan akan dijaga kerahasiaannya dan hanya akan digunakan untuk tujuan penelitian.

Nama *

Rezky Yulandari.....

NIM *

2202020036.....

Kelas/Semester *

A / 6.....

PERNYATAAN

Baca setiap

pertanyaan dengan teliti. Pastikan anda memahami setiap pertanyaan sebelum memberikan jawaban. Bentuk kuesioner ini adalah pertanyaan terbuka. Silahkan jelaskan pendapat, pengalaman, atau perasaan anda dengan jelas dan detail dalam bentuk kalimat atau paragraph. Jika anda memiliki pertanyaan atau membutuhkan klarifikasi tentang kuesioner ini, silahkan hubungi kontak peneliti.

1. Menurut anda, apa saja aplikasi atau web AI yang paling efektif dalam mendukung pembelajaran bahasa Inggris? Mengapa? *

Salah satunya adalah chat gpt, Karena menurut saya sangat mudah digunakan.

2. Bagaimana efektifitas AI dalam membantu meningkatkan keterampilan anda dalam bahasa Inggris seperti berbicara, mendengarkan, menulis, atau membaca? *

Efektivitas AI itu sangat membantu

3. Apa saja kelebihan yang anda rasakan saat menggunakan AI dalam pembelajaran bahasa Inggris? *

Kelebihannya adalah AI lebih mudah digunakan dan dapat dijangkau kapan dan dimana pun.

4. Bagaimana AI dapat membantu dalam mengatasi kesulitan belajar bahasa Inggris yang anda hadapi? *

AI sangat membantu, membuat belajar lebih cepat.

5. Apa peran AI dalam meningkatkan interaksi antara siswa dan pengajar dalam pembelajaran bahasa Inggris menurut anda? *

Menurut saya AI membuat interaksi belajar siswa dengan pengajar itu kurang.

6. Apa saja kekurangan yang anda rasakan saat menggunakan fitur AI dalam pembelajaran bahasa Inggris? *

Kekurangannya adalah kadang pengguna kata atau kalimat dalam bahasa Inggris kurang tepat

7. Apa kekurangan yang anda rasakan dalam hal interaksi terhadap pengajar maupun sesama pelajar saat menggunakan AI untuk belajar bahasa Inggris? *

Sebenarnya saat di dalam kelas kami sangat jarang menggunakan AI untuk belajar, oleh karenanya saya kurang tahu jika terkait hal interaksi.

8. Menurut anda apa saja fitur AI yang dianggap kurang efektif dalam pembelajaran bahasa Inggris? Mengapa? *

Menurut saya fitur yang kurang baik yaitu AI dapat membuat siswa malas dalam mengerjakan tugas. Karena AI dapat melakukan semua yang kita suruh.

9. Bagaimana anda menangani kesalahan atau ketidakakuratan yang terjadi saat menggunakan AI dalam pembelajaran bahasa Inggris? *

Saya biasanya mengecek kembali lewat kamus, ataupun bertanya kepada orang yang lebih paham.

10. Apakah anda merasa bahwa AI membatasi kemampuan anda untuk berpikir kritis atau kreatif dalam pembelajaran bahasa Inggris? Jelaskan *

Menurut saya tidak, malah AI dapat membantu saya dalam berpikir kritis.
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KUESIONER PENELITIAN PERSEPSI MAHASISWA BAHASA INGGRIS TERHADAP PENGGUNAAN AI DALAM BELAJAR BAHASA INGGRIS DI IAIN PALOPO

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Nama *

Alifa Zahra Fadhillah

NIM *

2202020017

Kelas/Semester *

A/VI

PERNYATAAN

Baca setiap

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1. Menurut anda, apa saja aplikasi atau web AI yang paling efektif dalam mendukung pembelajaran bahasa Inggris? Mengapa? *

Stimuler, Sangat mendukung skill speaking.

2. Bagaimana efektifitas AI dalam membantu meningkatkan keterampilan anda dalam bahasa Inggris seperti berbicara, mendengarkan, menulis, atau membaca? *

Sangat baik

3. Apa saja kelebihan yang anda rasakan saat menggunakan AI dalam pembelajaran bahasa Inggris? *

Pembelajaran jadi terlaksana.

4. Bagaimana AI dapat membantu dalam mengatasi kesulitan belajar bahasa Inggris yang anda hadapi? *

Tidak terlalu baik.

5. Apa peran AI dalam meningkatkan interaksi antara siswa dan pengajar dalam pembelajaran bahasa Inggris menurut anda? *

Masih belum banyak pengajar yang menerapkan AI untuk mengajar saat ini.

6. Apa saja kekurangan yang anda rasakan saat menggunakan fitur AI dalam pembelajaran bahasa Inggris? *

Terkadang terkendala di loading dan masalah jaringan.

7. Apa kekurangan yang anda rasakan dalam hal interaksi terhadap pengajar maupun sesama pelajar saat menggunakan AI untuk belajar bahasa Inggris? *

lumayan banyak.

8. Menurut anda apa saja fitur AI yang dianggap kurang efektif dalam pembelajaran bahasa Inggris? Mengapa? *

Tidak ada.

9. Bagaimana anda menangani kesalahan atau ketidakakuratan yang terjadi saat menggunakan AI dalam pembelajaran bahasa Inggris? *

dengan melihat ulang lewat google.

10. Apakah anda merasa bahwa AI membatasi kemampuan anda untuk berpikir kritis atau kreatif dalam pembelajaran bahasa Inggris? Jelaskan *

tidak membatasi, justru membantu

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KUESIONER PENELITIAN PERSEPSI MAHASISWA BAHASA INGGRIS TERHADAP PENGGUNAAN AI DALAM BELAJAR BAHASA INGGRIS DI IAIN PALOPO

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Nama *

Ivia.....

NIM *

2202020008.....

Kelas/Semester *

A6.....

PERNYATAAN

Baca setiap

pertanyaan dengan teliti. Pastikan anda memahami setiap pertanyaan sebelum memberikan jawaban. Bentuk kuesioner ini adalah pertanyaan terbuka. Silahkan jelaskan pendapat, pengalaman, atau perasaan anda dengan jelas dan detail dalam bentuk kalimat atau paragraph. Jika anda memiliki pertanyaan atau membutuhkan klarifikasi tentang kuesioner ini, silahkan hubungi kontak peneliti.

1. Menurut anda, apa saja aplikasi atau web AI yang paling efektif dalam mendukung pembelajaran bahasa Inggris? Mengapa? *

Menurut saya untuk AI, ada chat gpt dan untuk aplikasi ada banyak seperti Cake, duolingo

2. Bagaimana efektifitas AI dalam membantu meningkatkan keterampilan anda dalam bahasa Inggris seperti berbicara, mendengarkan, menulis, atau membaca? *

Membantu dalam dan mempermudah belajar bahasa inggris tanpa harus mengeluarkan banyak biaya

3. Apa saja kelebihan yang anda rasakan saat menggunakan AI dalam pembelajaran bahasa Inggris? *

Dapat mengenal beberapa kosakata baru dan pronounciationnya

4. Bagaimana AI dapat membantu dalam mengatasi kesulitan belajar bahasa Inggris yang anda hadapi? *

Mempermudah mencari arti kata yang sulit

5. Apa peran AI dalam meningkatkan interaksi antara siswa dan pengajar dalam pembelajaran bahasa Inggris menurut anda? *

AI menyajikan program yang memudahkan siswa belajar bahasa Inggris, seperti tampilan yang menarik sehingga memberikan kesan menarik untuk dipelajari

6. Apa saja kekurangan yang anda rasakan saat menggunakan fitur AI dalam pembelajaran bahasa Inggris? *

.

7. Apa kekurangan yang anda rasakan dalam hal interaksi terhadap pengajar maupun sesama pelajar saat menggunakan AI untuk belajar bahasa Inggris? *

Mudah lupa karena mudahnya mendapatkan hasil dari pencarian yang dibutuhkan

8. Menurut anda apa saja fitur AI yang dianggap kurang efektif dalam pembelajaran bahasa Inggris? Mengapa? *

Yakni fitur premium, yang menyebabkan malas belajar akibat diperlukan biaya tambahan

9. Bagaimana anda menangani kesalahan atau ketidakakuratan yang terjadi saat menggunakan AI dalam pembelajaran bahasa Inggris? *

Mencari dari referensi lain

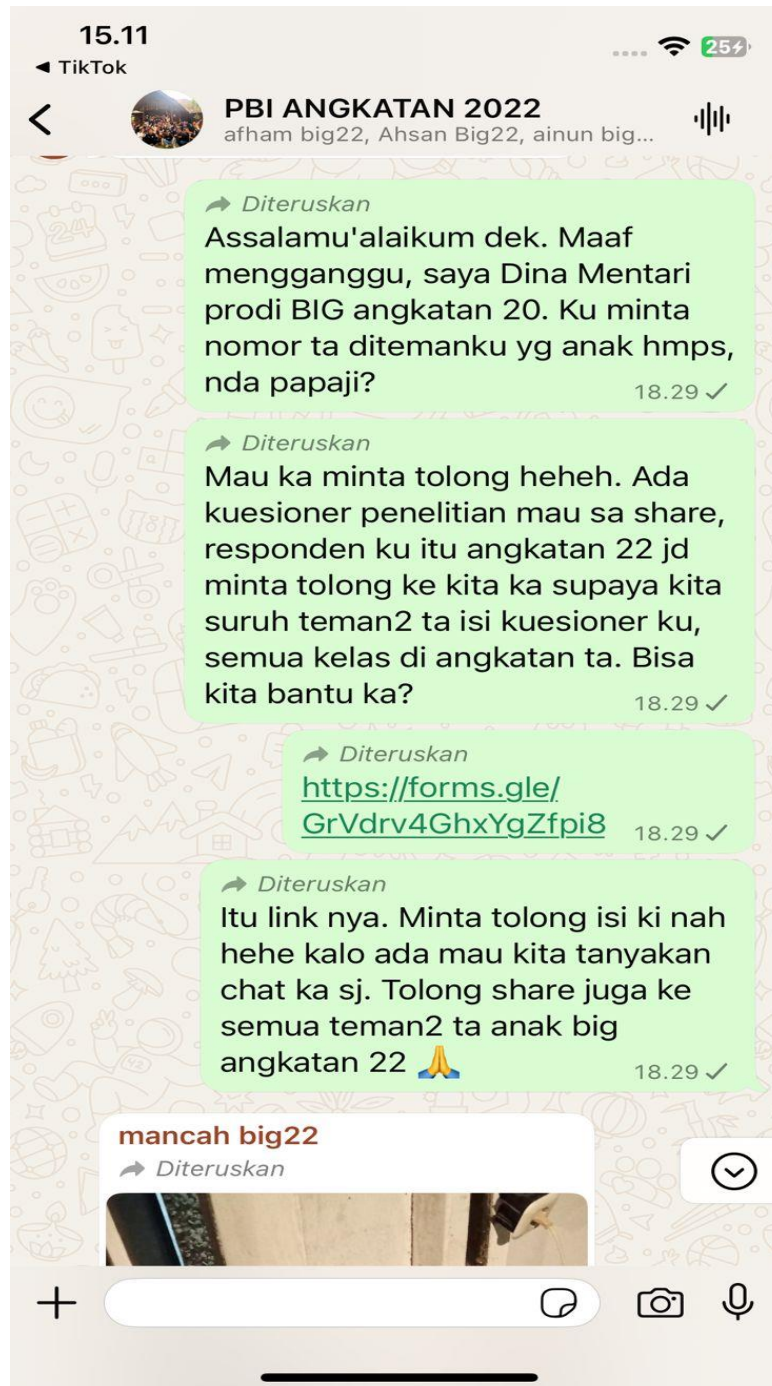
10. Apakah anda merasa bahwa AI membatasi kemampuan anda untuk berpikir kritis atau kreatif dalam pembelajaran bahasa Inggris? Jelaskan *

Menurut saya begitu. Karena mudahnya mengakses sesuatu yang di butuhkan, sehingga fungsi otak tidak lagi bekerja sebagaimana mestinya. Namun AI sangat membantu, apalagi di zaman ini

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DOCUMENTATION



AUTOBIOGRAPHY



Dina Mentari, was born on November 3, 2001, Dandang Village, South Sabbang Sub-district, North Luwu Regency. She is the youngest of five children. Her father is named Herry Karba and her mother is named Ferlina Jumain. She has two brothers named Aldy and Budi Taqwa, and two sisters named Resky Hartani and Intan

Purnama. The author completed her education at SDN 008 Dandang in 2013. Then she continued her education at SMPN 1 Sabbang, graduating in 2016. Furthermore, she continued her education at SMAN 18 Luwu Utara and graduated in 2019. After graduating, she continued her education at the Institut Agama Islam Negeri (IAIN) Palopo in 2020. At the end of her studies at the State Islamic Institute of Palopo, she completed a thesis entitled “EFL Students' Perception Towards the Use of Artificial Intelligence in Learning English at UIN Palopo.”