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Perceptions of English Education Students Regarding the Use of Artificial Intelligence (AI) in English Lessons

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Abstract

The rapid advancement of technology in education has transformed learning processes in the digital era, particularly through the emergence of Artificial Intelligence (AI). In English language learning, AI platforms such as ChatGPT are increasingly used to support academic activities, improve writing skills, provide real-time feedback, and enable personalized learning. This study aims to explore students' perceptions of AI use in English language learning. This research employed a qualitative descriptive approach. Data were collected through participatory observation, semi-structured interviews with 18 questions, and documentation. The participants were 30 students of the English Education Study Program at the Faculty of Education and Teacher Training, UIT Lirboyo Kediri. Data were analyzed using the Miles and Huberman interactive model, including data collection, reduction, display, and conclusion drawing. The findings indicate that students perceive AI as an effective and efficient tool for enhancing English learning, particularly in writing. AI provides immediate feedback on grammar, vocabulary, spelling, and organization, supporting independent learning. However, concerns about overreliance on AI were identified, as it may hinder critical thinking. Therefore, AI should be used as a supportive tool, complemented by proper digital literacy to ensure ethical and effective use.

Keywords: Artificial Intelligence; English Education; Student Perception

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INTRODUCTION

In today's digital age, technological developments are widely used to facilitate various work activities and meet human needs in various aspects of life. Technological innovation continues to evolve in line with demands for efficiency and effectiveness in various fields. In the field of education, technological advances have encouraged the development of intelligent systems as part of the transformation of learning (Rusman et al., 2024). Intelligent systems are control systems designed to have human-like capabilities and are integrated with artificial intelligence technology. Artificial intelligence (AI) is a form of technology development based on computing and robotics that enables machines to make decisions in a manner similar to human thinking (Cahyani et al., 2024). Through its ability to analyze and process complex data, AI is able to support various activities in a more adaptive and responsive manner, one of which is through the presence of text-to-speech technology in solving language problems.

Several studies have shown that the use of AI-based tools can have a positive impact on students' writing abilities. A study conducted, for instance, revealed that students demonstrated positive responses toward the use of QuillBot in academic writing instruction. They perceived benefits in improving the structure of arguments, minimizing grammatical errors, and enhancing the quality of language use in their writing. These findings indicate that the integration of AI technology not only functions as a technical support tool but also serves as a learning medium that can effectively support the development of writing skills(Lee et al., 2024) .

In Indonesia, the use of information technology, including AI, is regulated in Law Number 11 of 2008 concerning Electronic Information and Transactions (ITE). Although the ITE Law serves as the main legal basis, this regulation was designed before AI became widely implemented, so it may need to be updated to address the challenges arising from the implementation of AI in various sectors, including business. Policy makers and legal practitioners need to review existing regulations to ensure that AI can be implemented safely, taking into account data privacy, security and ethical aspects (Oktavianus et al., 2023).

Artificial Intelligence plays a significant role in the world of education, one of which is in the learning process, where it can help students receive learning and all information through media without the need for a teacher (Huda & Suwahyu, 2024). The use of artificial intelligence applications in learning has

been widely developed, including the application of intelligent tutoring systems, educational games, and the use of applications as supplements in the learning process.

AI-based learning systems are capable of analyzing individual progress data and offering additional material or repetition if necessary. This allows students with different levels of understanding in one class to receive support tailored to their needs. For example, AI can provide additional explanations or exercises specifically designed for students who have difficulty understanding concepts, while those who have mastered the material can move on to the next topic without having to wait for others (Huda & Suwahyu, 2024). This approach increases students' interest in learning and opens up opportunities for their academic success.

One of these is foreign language lessons in Indonesian education. These lessons are expected to enable students to communicate with foreigners through the languages of other countries (Salim, 2025). Through foreign language lessons, it is also hoped that students will be able to easily absorb global science and technology. Therefore, foreign language lessons are necessary in Indonesian education and are even compulsory from junior high school, senior high school and university levels. One foreign language that is an international language is English. In general, the competencies required in English lessons in learning include writing, reading, listening and speaking (Jumsir et al., 2025).

Overall, the application of AI in student learning has the potential to change the paradigm of education. If used appropriately and responsibly, AI can improve the quality and access to education, enabling students to learn in a more personalized and effective manner (Zahara et al., 2023). This is an important step towards a more inclusive and innovative future for education. Based on these findings, students now have easier access to AI, especially in completing academic assignments. Initial observations of students in the English Education Study Program at the Faculty of Tarbiyah and Teacher Training at UIT Lirboyo Kediri show that they prefer to use ChatGPT in discussions and paper writing. The reasons for this are the ease of access and ChatGPT's ability to provide accurate answers according to user needs.

Based on these findings, the role of AI in education warrants further in-depth examination, particularly given that its ease of access is driving changes in students' learning behaviors. AI tools like ChatGPT do offer significant benefits,

such as instant feedback, efficiency in completing tasks, and more personalized learning support. However, on the other hand, there are concerns that students tend to rely on AI without engaging in deep thinking processes, such as critical analysis and independent idea development. As a researcher, I observe that at the university level, this situation warrants serious attention as it directly impacts the quality of learning and academic integrity (Masyhudianti, 2025). Therefore, this research is important for understanding not only students' perceptions of AI but also how they utilize it in the learning process. The research findings are expected to serve as a foundation for faculty and institutions in formulating appropriate strategies for AI utilization, ensuring that this technology truly supports learning rather than replacing it.

METHOD

Research Design

This study uses a qualitative descriptive approach. This approach aims to describe and explain phenomena in depth based on their characteristics and underlying context. According to Arikunto (2010), descriptive research is research that seeks to describe an object or phenomenon as it is according to the data obtained in the field. In the context of this study, a qualitative descriptive approach was used to examine the perceptions of students in the English Education Study Program regarding the use of Artificial Intelligence (AI) in English teaching. This approach was chosen because it allowed the researcher to gain a comprehensive understanding of the students' experiences, views, and interpretations of the phenomenon of AI use in learning.

Subject of the Research

The subjects of this study were 30 students of the English Education Study Program, Faculty of Education and Teacher Training, UIT Lirboyo Kediri. They were selected because they were directly involved in the English learning process and had used AI technology in their academic activities. The research data was sourced from the students' perceptions as reflected in their responses and the results of interviews conducted. The subjects were selected purposively, taking into account students who had experience using AI in the context of English language learning, so that the data obtained was relevant to the focus of the research.

Instruments

Data collection in this study was carried out using three main techniques, namely participatory observation, interviews, and documentation. Participatory observation was carried out by involving researchers directly in student academic activities to obtain contextual and in-depth data on the use of AI in learning. Semi-structured interviews were used to explore students' views, experiences, and perceptions more comprehensively. The interview guide consisted of 18 questions compiled in accordance with the research focus. Documentation was carried out by recording the interview and observation processes to ensure data accuracy and completeness. The use of these instruments was intended to increase data validity and reliability through technique triangulation, so that the research results were more credible and scientifically accountable.

Data Analysis

Data analysis in this study adopted the interactive analysis model proposed by Miles and Huberman. This model consists of four cyclical and continuous stages, namely: Data Collection Gathering data through observation, interviews, and documentation. Data Reduction Filtering, sorting, and summarizing data relevant to the research focus. Data Display Organizing data systematically in the form of descriptive narratives for ease of understanding. Conclusion Drawing and Verification Drawing conclusions based on emerging patterns and themes, then verifying them to ensure data consistency and validity (Rijali, 2018). Through these stages, the data was analyzed in depth to produce a complete picture of students' perceptions of the use of AI in English language learning.

FINDINGS

Students' View on Artificial Intelligence (AI)

The development of Artificial Intelligence (AI) in recent years has brought significant transformations in English language teaching, particularly in higher education. The results of this study indicate that students of the English Education Study Program at UIT Lirboyo Kediri view AI as an innovation that is relevant to learning needs in the digital age. AI is no longer understood merely as a technical tool, but as an adaptive system capable of providing academic support quickly, personally, and based on data (Olivia et al., 2025). This perception arises because students directly feel the benefits of AI in helping them

complete assignments, search for references, compile ideas for writing, and practice linguistic aspects such as grammar and pronunciation.

Observations and interviews show that the majority of students have integrated AI-based platforms into their daily academic activities. Students generally use AI-based platforms that are available for free through various online pages, such as ChatGPT, Perplexity AI, Google AI Platform, and Smodin AI, each of which has features that support language learning and academic writing.

The Use of Artificial Intelligence (AI)

The use of AI ranges from instrumental functions such as paraphrasing, plagiarism checking, and essay outline preparation to pedagogical functions such as grammar checking and dialogue simulation to practice speaking skills. This intensity of use shows that AI is perceived as a learning companion that increases time efficiency and expands access to academic information (Zahara et al., 2023). This is in line with the concept of AI-based adaptive learning, where the system is able to adjust its responses based on user needs and input. From a pedagogical perspective, students assess that AI contributes to improving the quality of learning through personalized instruction. AI-based systems can analyze language errors and provide real-time feedback, allowing students to make corrections independently. This capability supports self-directed learning and strengthens students' learning autonomy. In addition, AI also improves learning accessibility, particularly through voice recognition and natural language processing features that help with more structured pronunciation and writing practice (Jumsir et al., 2025).

Students' Concern on Artificial Intelligence (AI)

However, the findings also reveal a critical dimension in students' perceptions. Although AI is considered helpful and efficient, there are concerns about the potential for dependence, which could reduce critical and reflective thinking skills (Taliki et al., 2025). Some students tend to accept AI outputs without conducting in-depth analysis, thereby risking a reduction in higher-order cognitive functions such as evaluation and synthesis. This condition highlights a paradox in the use of AI: on the one hand, it accelerates access to knowledge, but on the other hand, it has the potential to hinder the knowledge construction process if not accompanied by adequate digital literacy (Oktavianus et al., 2023).

DISCUSSION

The findings indicate that students perceive AI as an effective and efficient tool for enhancing English learning, particularly in writing. However, another aspect that emerged in the discussion was the perception of the possibility of AI replacing the role of English teachers or lecturers in the future. Some respondents believed that the tech-savvy digital generation would be more comfortable learning through automated systems that provide quick and targeted feedback. However, further analysis shows that this perception reflects admiration for the efficiency of technology rather than a belief in the total replacement of educators (Puspita, 2026). AI excels at data processing and pattern-based feedback, but it cannot replicate the affective, empathetic, and social interaction dimensions that are at the core of humanistic pedagogy in language teaching.

In addition to pedagogical benefits, students also recognize the potential risks of using AI, particularly regarding data security, algorithmic bias, and misuse for unethical academic purposes. These risks reinforce the urgency of institutional regulation and the strengthening of digital literacy so that the use of AI remains within the corridor of academic ethics (Natasya, 2023). Thus, the integration of AI in English language learning needs to be directed towards a collaborative model where technology serves as a supporting tool, not a substitute, and continues to place lecturers as the main facilitators in building students' linguistic, cognitive, and character competencies.

Overall, the findings of this study indicate that students' perceptions of AI in English language learning are ambivalent yet constructive. Students acknowledge the benefits of AI in improving efficiency, accessibility, and personalization of learning, while also recognizing the ethical and cognitive challenges that accompany it. Therefore, the effectiveness of AI in English language teaching is not only determined by its technological sophistication, but also by pedagogical readiness, institutional policies, and the digital literacy maturity of users in utilizing it critically and proportionally. This finding is consistent with previous studies indexed in Scopus. For instance, research by (Holmes et al., 2019) emphasizes that the successful integration of artificial intelligence in education requires not only advanced technological infrastructure but also well-prepared pedagogical frameworks and ethical considerations to ensure responsible use. Therefore, the effectiveness of AI in English language teaching is not only determined by its technological sophistication, but also by

pedagogical readiness, institutional policies, and the digital literacy maturity of users in utilizing it critically and proportionally.

Similarly, (Zawacki-Richter et al., 2019) highlight that while AI has strong potential to transform language learning through adaptive and personalized systems, its effectiveness is highly dependent on institutional support, teacher readiness, and users' critical digital competencies. These studies reinforce the argument that AI should be positioned as a complementary tool that enhances, rather than replaces, human-centered teaching and learning processes.

CONCLUSION

Artificial Intelligence (AI) has become a technological innovation that has made a significant contribution to the field of education, including English language learning in higher education. The results of this study indicate that students in the English Education Study Program view AI as an effective tool in supporting the learning process, particularly in improving writing skills. AI's ability to provide quick feedback, analyze grammatical errors, word choice, spelling, and text structure is considered to help students improve the quality of their writing more efficiently and systematically.

In addition, students also acknowledge that AI plays a role in creating more personalized and adaptive learning. Data analysis and real-time feedback features enable students to understand their strengths and weaknesses in English. AI also functions as a virtual assistant that can help answer questions, provide additional explanations, and support independent learning outside of class hours. However, not all corrections from the AI system should be accepted automatically; students still need to evaluate and reflect before using them. Therefore, the integration of AI in learning should be positioned as a supporting tool that strengthens the learning process, not as a substitute for the role of educators or the cognitive abilities of students.

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