STUDENTS' PERCEPTION ON ARTIFICIAL INTELLIGENCE (AI) IN THE ENGLISH EDUCATION LEARNING PROCESS

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ABSTRACT

This research explores students' perceptions on the use of Artificial Intelligence (AI) in the English learning process, given the increasingly important role of technology in education. With the rapid advancement of technology, AI has become a significant tool in various fields, including English education. This research aims to understand how University students respond to and assess the integration of AI in their learning process, and to identify the benefits and challenges they perceive. Using qualitative methods, this research involved surveys and in-depth interviews with students at Universitas Muhammadiyah Parepare, in order to gain a comprehensive picture of their experiences and opinions.

The results show that students generally see AI as a useful tool in English learning. They appreciated AI features such as interactive exercises, instant feedback, and access to materials tailored to their individual needs. Students felt that AI could improve their writing skills by providing additional practice and objective assessment. However, the research also revealed some concerns regarding the use of AI, such as potential dependence on the technology and its impact on interpersonal communication skills. Some students felt that the limited human interaction could reduce the opportunity to practice speaking and discussing in a real social context.

This research provides important insights for educators, curriculum developers, and policy makers on how AI can be effectively applied in English learning. The findings suggest that while AI offers many benefits, its integration must be done carefully to ensure that it supports, not replaces, human interaction and a holistic learning experience. By understanding students' perceptions, it is hoped that learning strategies can be developed that capitalize on the strengths of AI while mitigating potential risks, thus creating a more effective and inclusive English learning environment.

Keywords: *Perceptions, Artificial Intelligence, English Learning.*

INTRODUCTION

Perceptions, interests, and motivations about tahfidz al-Qur'an and its correlation with tafaqquh f al dien is important for developing a conceptual framework about al-Qur'an.(Bisri & Bisri, 2022) This situation implies a decline of interest in tourism careers. Several students' negative perceptions are related to low salaries and benefits (Lacher & Oh, 2012), limited promotion opportunities (Wen et al., 2019), and relatively high employee turnover (AlBattat et al., 2014). Also, Kusluvan and Kusluvan (2000) stated that students believed the tourism industry was a stressful profession, gave low status in society, and was not a permanent job.(Rosyidi, 2021).

Artificial Intelligence (AI) is a system that is made as sophisticated as possible similar to human intelligence and then embedded in a This tool can help the world of education, because it can search data in the form of various world of education, because it can search for data in the form of various knowledge quickly and accurately and can be used anytime and anywhere. anytime and anywhere. not only looking for data AI is also capable of analyze data that is usually difficult for humans to do. This tool can be used personally or in groups depending on the Therefore, AI technology can help the world of education effectively and efficiently. the world of education effectively and efficiently.(Fauzy Maarij Mutaqin et al., 2023). Artificial intelligence technology, can be used to examine the level of public consumption. So that it helps the government in making policies on how to increase people's purchasing power. The use of this technology involves a variety of devices, online datasets, devices connected to the internet (IoT),

and advances in the fields of machine learning, computer vision and natural language processing.(Astuti, 2021)

Learning an English language as a second or foreign language is very important for all of human in every element, because every people exactly uses the language to make a communication with others people. It means that language has a big influence towards human activity, especially in expressing the feeling. Abood and Melhim (2015: 749) said that language is a very crucial component of any culture. Members of any society attempt to prove themselves primarily through their language at the level of intercultural dialogue and exchange of knowledge among different society but every people have different individual characteristics that make them different in choosing the way they learn it.(Alfi & Suhendar, 2020). Task-based English learning is also an essential consideration for strengthening students' character. Nevertheless, not many teachers make the task essential to the learning process. The tasks consider the situation of the condition and the student's psychological state. Tasks are in the form of homework as individuals or groups.(Kartakusumah et al., 2022)

METHODE

This research was designed using qualitative research, namely "descriptive research", to answer questions based on existing phenomena, according to (Roulston & Halpin, 2022) stating that it is a method for exploring and understanding the meanings carried out by several individuals or groups of people, associated with social or humanitarian issues. Descriptive research refers to research that describes a phenomenon or group under study that we focus on describing the population through characteristics.

FINDING AND DISCUSSIONS

There are two main research objectives proposed in this research. The first discussion is how English education students perceive the use of Artificial Intelligence in the English learning process. In this research, researcher found problems regarding students' perceptions of the use of Artificial Intelligence in the English learning process. These results are a recapitulation of the results of interviews conducted by researchers. These views will be explained as follows.

1. **Perceptions of English education students regarding the use of Artificial Intelligence in English learning process**

   The results of this interview asked the researcher about the participants' perceptions on the use of Artificial Intelligence in the English learning process. What the researcher herself clarified about AI was that the participants knew what AI was, its typical examples and its functions. From the results of the research it was found that all participants understood about AI itself, Overall, participants have their own views on what artificial intelligence is and its examples. Three out of ten students said AI is Artificial Intelligence made by humans that is capitalised into computer systems or devices, mobile such as mobile phones through machines, seven students said that AI can help humans in their lives to solve problems, help get ideas and help them in learning, Then the examples of AI that they know are such as Google Maps, Google Assistant, ChatGPT, Grammarly, Quillboat, Perplexity, Gamma App, Gemini, Dualingo, Claude, ChatPDF, and Cici.

   After explaining more specifically about AI, the researcher asked the participants' understanding of their personal interest in the lecture method. The participants gave responses where the majority of participants stated that they were interested in applying Artificial Intelligence media, nine out of ten participants stated that Artificial Intelligence media was more interesting to use than the previous method. The effectiveness of AI is appropriate for them to use in the process of learning English, it is efficient, also easy to use and they agree that they are more interested in the media than the conventional way. It has also been stated by (Garrison, 2011) in his research on E-Learning that online learning integrates independence with interaction (connectivity) that overcomes time and space limitations by emulating the values of higher education.

   Artificial Intelligence in the English learning process in this case Artificial Intelligence becomes the centre of learning. Based on the findings, the results of this interview obtained nine out of ten students disagree if Artificial Intelligence becomes the centre of learning or the actual teacher in the classroom, they stated that teachers still need to be in the classroom to teach them about morality and also built characteristics. Another statement said that there are many things that Artificial Intelligence lacks from teachers such as eye contact, gestures, personal approach and emotions. Students also stated that Artificial Intelligence should still be used as a media in

the learning process. They believe that technology makes learning interesting, fun and interactive.

2. Factor motivate English education students to use Artificial Intelligence in English learning process

Based on these findings, interview results were obtained on the factors motivate of English education students regarding the use of AI in the English learning process. The students had their own views regarding what influences participants in using Artificial Intelligence. Students feel that AI features are interesting, especially when used in the learning process, it is easier and faster when they want to find what they need. Students also said that the use of AI helped with the assignments given by the lecturer and they took the fast route using AI. Also the explanations were more detailed so they were easy to understand clearly.

In this section, the researcher obtained the results, namely all students said that they felt the influence of using AI because of the availability of better information, more ease when there is an assignment, understanding of English about more and faster, improving their ability to speak English, especially in terms of speaking, listening, reading and writing. Providing motivation and solutions to all problems. Information and communication technology have a positive influence on student learning and should be included in classroom teaching (Delen & Bulut, 2011). From all the supporting research above, it can be obtained a simple conclusion that all the adoption of Al as a media applied in the classroom gives positive results in the application of Artificial Intelligence, the internet is the largest source of information and the best way to quickly share and exchange information with others, the internet sharpens one's ability to search and analyse information (Caron & Markusen, 2016) we are already satisfied with this kind of technology and its need to meet the needs of students. Other results (Stosic et al., 2020) proposed that the application of educational technology improves skills and cognitive characteristics. With the help of new technologies comes the explosion of learning and receiving new information.

In Alhabbash (2016) in his research found similarities in Lecturers' perceptions of guidance students' experiences in using grammar guidance programme and in this study, he found that the difficulties faced by students always run easily and smoothly with this system. The system is designed to facilitate English grammar learning to students and overcoming the evaluation of the system by teachers and students, the results are outstanding. The difference in

this study is that this study adopts Artificial Intelligence as a media to teach in a particular way or a particular subject such as grammar tenses to facilitate students in learning English grammar.

CONCLUSION

While other studies focus on foreign languages or secondary school level, this research focuses on University level and there is clear and convincing evidence regarding the use of Artificial Intelligence in the English learning process. According to students, Artificial Intelligence is very necessary in the process of learning English as a media and the potential and use of Artificial Intelligence in teaching is also increasing as long as there is a teacher and controller behind it. Apart from that, its effectiveness is also spot on. in one according to their view. Students have difficulty solving complex problems because students rely too much on answers from AI, so they lose the ability to think creatively and critically. The use of AI in education has positive and negative impacts. Therefore, there is a need to have clear protocols and rules that guarantee the responsible use of technology and maintain human values in the educational process. However, too much reliance on technology can also make some students feel less emotionally connected to the course material. Students' experiences provide a lot of information regarding the use of Artificial Intelligence in the English learning process. They offer insight into what their departments can contribute as well as what researchers see in the field or what students can contribute. Valuable information about the use of Artificial Intelligence in the English learning process. Therefore, it is important to use their insights to create a more relaxed environment.

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