CHAPTER I

INTRODUCTION

This chapter consists of background, focus, objective, and significance of the research. Each of those points was be discussed in turn in the following.

A. Background

The history of Artificial Intelligence began in 1956 when the term "Artificial Intelligence" was first used by John McCarthy and a group of researchers at the Darth mouth Conference. John McCarthy stated that AI is an activity or technology that models a human thought process and designs a machine so that it can imitate human behavior. The technology has an important role in the world especially in the human life. It is used to make the human work become easier, practically and also the technology easy to understand. The growing of the technology also invented many things especially Artificial Intelligences (AI), the smarter technology. According to the father of Artificial Intelligence stated that the science and engineering of making intelligent machines, especially intelligent computer program Mc Charty (2007).

The AI can be found in many technologies such as machine and also the computer program. Computerized, assistant, and programmed that the artificial intelligences are. Also Coppin (2014) defines that he Artificial intelligence is the study of systems that act in a way that to any observer would appear to be intelligent. Artificial Intelligence have many

fields of work, in English, Artificial Intelligence mostly used as a media. It is a great option for teachers to improve students' ability using technology such like AI.

Rahman (2017) proposed that when we walk around this country visiting some schools and universities and asking the students about their interest of English, they may say that English is important but it's also difficult to be learned. English is important but not easy to learned, so to solve that better if the teacher using an interesting media. The Artificial Intelligence provide many features in learning process especially English we can find the Grammar program, listening Guide and Speaking Assistant program. The various method such this will give much impact. According to Čepon (2013), most media and communication sciences research focuses on the impact of the media on various audiences.

Artificial Intelligence experiences massive developments from year to year. It presence with new features, functions and appearance increasingly has an impact on many aspects of human life, including education (Luger and Stubblefield, 1993). It is starting to play a role in learning activities in schools and universities (Mulianingsih, et al. 2020). It is becoming a primary part in the growth and development of educational technology. This certainly has explicit implications for human working life in the future.

Simon (1970) claims that Artificial Intelligence (AI) is a field that allows computers to perform tasks that are superior to humans. The creation of artificial intelligence aims, among other things: It is estimated that AI will be used to create software or robots that can help humans in their daily routine. It is estimated that the presence of AI will make machines smarter than before. It is hoped that it can really help humans in solving complex problems, such as through the development of smart calculators that calculate quickly.

Students and teachers need stronger skills to make maximum use of Artificial Intelligence support. Students and teachers must be able to adapt to new situations and tasks, because social changes are increasingly occurring in the era of Artificial Intelligence. More digital tools will be brought into the classroom, and teachers and students will need to collaborate as they figure out how to use them effectively. Students and teachers need to collaborate productively and skillfully with humans and Artificial Intelligence (AI). When students work with technology in groups, positive social interactions and organizational skills such as planning and monitoring are key to learning (Isohätälä, 2020).

According to Latorre (2006), students need socio-emotional support to overcome challenging problems. Here the important role of parents and families emerges in providing support to help students understand and manage their own emotional and motivational states. No less important, students need to make small-scale adaptations in order to

realize real progress (Sobocinski, et al. 2022). For example, they can take initiative, set goals, and self-monitor while working with others and with artificial intelligence (AI). All these skills and competencies are essential to provide freedom to students and teachers.

Based on observations made by researcher of English education students at Universitas Muhammadiyah Parepare, it was found that almost all English education students know and use AI platforms, such as ChatGPT, Grammarly, QuillBoat, Perplexity, Gemini, Claude, Cici, and others. Nowadays, you can find many students who use Artificial Intelligence as a reference or even a source of information to do their assignments studying. They mostly utilize AI ChatGPT for quoting various materials as lecture materials such as looking for materials for presentations, group discussions or even to complete assignments given by the lecturer.

Researcher see their perception of Artificial Intelligence that they prefer the AI platform because they think it is faster, interesting and efficient. They also use AI as a media in the English learning process. In addition, the students' tendency to use AI is one other than the interest factor for the sophistication of AI which is able to answer questions that users ask quickly. This phenomenon is the main background for researcher to explore the experiences and perceptions of students in the English education student program at Universitas Muhammadiyah Parepare,

regarding the use of the Artificial Intelligence (AI) digital platform as a learning media in the education era 5.0.

This research aims to understand and find out in depth student's perceptions of how Artificial Intelligence (AI) is used as a learning media for students at Universitas Muhammadiyah Parepare, especially in the English education, which can be obtained from each individual's experience and observations made during research. The researcher hopes that research on this phenomenon will provide a deeper understanding regarding the perceptions of English education students regarding the application of Artificial Intelligence. Apart from that, it is hoped that this research can provide guidance and suggestions for developing policies for learning media, education, as well as improving the skills of teaching staff and students in facing changes in learning technology. Therefore, researcher addressed this phenomenon through research entitled "Students' Perceptions on Artificial Intelligence (AI) in the English learning process".

B. Focus of the Research

This research focuses on an in-depth understanding of students' perceptions on of Artificial Intelligence (AI) in the English learning process in a higher education environment. The main focus of this research is to answer the following questions:

1. How do English education students perceive Artificial Intelligence in English learning process?

2. What factors do motivate English education students to use Artificial Intelligence in English learning process?

C. Problem Statement

Based on this background, the researcher has conducted preliminary observations at Universitas Muhammadiyah Parepare, especially in the English education study program. The researcher found a phenomenon in the English education study program that was observed, namely the use of AI in the English learning process. From this phenomenon, the researcher formulated the research problem as follows:

1. What are the perceptions of English education students regarding the use of Artificial Intelligence (AI) in English learning process?

2. What factors motivate English education students to use Artificial Intelligence (AI) in English learning process?

D. Objective of the Research

Based on the problem formulation above, this research aims to:

1. To find out students' perceptions of the use of Artificial Intelligence (AI) in English learning process.

2. To find out the factors that motivate students towards the use of Artificial Intelligence (AI) in the English learning process.

By formulating the objectives of this research, it is hoped that the research can provide a comprehensive understanding of how students view and respond to the use of artificial intelligence in learning English in higher education. It is hoped that the information obtained from this

research can provide guidance for educators and policy makers in designing more effective learning strategies and improving the use of AI technology to improve the quality of learning and student experiences.

E. Significance of the Research

There are two significances of this study, theoretical significance, and practical significance.

1. Theoretical Significance

The findings from this research add further knowledge on how AI can be used as a learning media. It can be used as a learning resource for students to increase knowledge about one of the innovative and fun learning media.

2. Practical Significance

A. For students

The results of this research are expected to provide benefits and become a reference on how reference on how AI can be used as a learning media if used properly and correctly in the English learning process.

B. For further research

The results of this research are expected to be a useful source for future researcher regarding similar research.

CHAPTER II

LITERATURE REVIEW

In this chapter, some parts are explained are previous research findings and some related ideas.

A. **Some Related Research Findings**

Knowing students' perspectives is very important to do because the most crucial component of a learning process is the learner. Students' perspectives will show how students' attitudes or acceptance of using Artificial Intelligence in the process of learning. In reviewing previous research, the researcher conducts in-depth analysis and identification of existing knowledge of previous research on the subject that is pertinent to be studied. The following references from previous research are as follows:

Silmi's (2019) the present study investigated students' perception of Duolingo as a media to learn English. The students of English Education Program batch 2016 in Universitas Brawijaya chosen as the sample of this research which was taken by quota sampling technique. In data collection, the writer used two kinds of techniques to collect data such as questionnaires, and interviews. Since the study was the descriptive method and the data collected was ratio data, then they were computed statistically by using Tally System in (Creswell,2013).

Arslan (2015) in this research "E-Learning Experience with Artificial Intelligence Supported Software. An International Application on English Language Courses" Obtained results from two different evaluation works show that the intelligent e-learning software is effective enough to provide better learning experiences and enable students to learn English better.

A Faridi (2023) this research aims to describe students' perceptions of the use of Artificial Intelligence (AI) in learning English. The method used in this research is a qualitative descriptive method, the research subjects are English education students at STKIP Muhammadiyah Manokwari who use AI as an English learning method. The research results show that the use of Artificial Intelligence (AI) in learning is quite helpful for students in improving their ability to write English texts. This language service is able to provide feedback on the quality of the writing it creates in just a matter of seconds, so the results of this research can contribute to students' understanding of the use of AI in English learning activities.

E Rimawati (2018) this research is to determine the level of student perception in studying Fuzzy Logic, especially in the Artificial Intelligence Course at STMIK Sinar Nusantara Surakarta. This research only focuses on the subject of fuzzy logic. The method used was data collection using interviews and questionnaires by making a list of questions/questionnaires for students related to Fuzzy Logic

material/competencies with a total of 100 students as respondents. The fuzzy logic material (Fuzzy Logic) is as follows: Introduction to Fuzzy Logic, Fuzzyfication and Membership Functions, Fuzzy Tsukamoto, Fuzzy Mamdani, Fuzzy Sugeno, Fuzzy Tahani, Fuzzy Umano, Fuzzy C-Mean Clustering, Fuzzy Subtractive Clustering, and Fuzzy Hebb FAM. The results of the analysis show that the level of students' perception of Fuzzy Logic material is 70% on the Easy scale. Fuzzy logic learning strategies and models need to be improved again.

Salsabilla (2023) from the results of research entitled the influence of the use of artificial intelligence on students in higher education using literature studies, it was found that the use artificial intelligence technology has an effect on students. Regarding our influence found in the form of students so it is easier to access material for lectures, making it easier students to learn a foreign language, students become more flexible in asking questions without limits at some point, students' needs for the role of a teacher can be fulfilled. However we also discovered the fact that the use of artificial intelligence also has other   influences such as raising concerns for students about their competitors in searching jobs, concerns about differences in answers from artificial intelligence sources with sources lecturers, as well as students' concerns about the security of their personal data. Hence, influence from the use of artificial intelligence technology itself cannot be linked and concluded completely influences

both good and bad, because everything is adjusted again from the goal use of artificial intelligence technology and its users.

Rahman (2022) this study was conducted to explore students' perceptions on the use of educational applications on smartphones in learning English. This research was completed by using a qualitative approach. The participants were six students majoring in English at UIN Ar-Raniry Banda Aceh from class 2018. Semi-structured interviews were used as a data collection technique to answer research questions. From the study results, it was found that there were four three important points of using educational applications on smartphones in learning English based on student opinions. The first point is that all have used educational applications on smartphones in learning English; the applications that are more likely to be used are Duolingo, Grammarly, Memrise, and Busuu. This is due to the convenience offered by the application when learning English. The second point is the benefits they feel; this is exactly why they use the app to improve students' English learning. Students assume that the application provides a wider range of material with different types, according to their needs, and its use is not limited by place and time. While the last point, obstacles or challenges in using the application; they are hampered in accessing or opening applications because the network is not good and requires an internet network, and some applications are no longer compatible with their smartphones.

Fadilah (2023) in this research that aims to find out how students' perception of the use of Duolingo application in learning English, conducted in SMP Swasta IT Al-Fattah Desa Lama, with qualitative method for 20 students in the ninth class as the sample of his research. In collecting the data, this research used a questionnaire and interview. The findings took the result that most students agree and gave a positive response than the negative one of the uses of Duolingo application in learning English during Covid-19. Duolingo application gave the benefits and contribution to both the students and teachers in learning English. The conclusion could be taken that the students had positive responses and perceptions in using Duolingo application for learning English.

B. Some Partinent Ideas

a. Perceptions

Perception in the view of the Quran is considered very important because perception is a bridge of understanding related to the events and realities of life experienced by mankind. Humans are given various kinds of privileges by Allah SWT, one of which is the process and function of perception which is more complex than other creatures. It has been explained in the Quran that the process and function of perception starts from the process of human creation which is equipped with the creation of vision and hearing functions as described in QS. Al-Isra' verse 70. Rahman (2021) adds that perception is a psychological process involving the five

senses, meaning that the process of perception begins with the receipt of stimuli through the five human senses.

Allah SWT says in Q.S Al-Hujurat ayat 12:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوا اجْتَنِبُوْا كَثِيْرًا مِّنَ الظَّنِّۖ اِنَّ بَعْضَ الظَّنِّ اِثْمٌ وَّلَا تَجَسَّسُوْا وَلَا يَغْتَبْ بَّعْضُكُمْ بَعْضًاۗ اَيُحِبُّ اَحَدُكُمْ اَنْ يَّأْكُلَ لَحْمَ اَخِيْهِ مَيْتًا فَكَرِهْتُمُوْهُۗ وَاتَّقُوا اللّٰهَ ۗاِنَّ اللّٰهَ تَوَّابٌ رَّحِيْمٌ

"O believers! Stay away from many prejudices, indeed some prejudices are sinful and do not find fault with others, and let none of you gossip about others. Do any of you like to eat the flesh of his dead brother? Of course, you feel disgusted. And be fearful of Allah, verily Allah is the Recipient of repentance, the Most Merciful".

Perception is an opinion. According to many people, perception is a style of thinking about something that produces certain attitude patterns (Wahyuni, 2019). Meanwhile, Kondalkar (in Rahman, 2021) explains that perception is beauty, depending on who sees it. Perception is the process of understanding the world, everyone is different in interpreting and understanding an event.

Based on the various notions of perception above, perception can be defined as an observation process that involves receiving and interpreting information both positively and negatively using the five senses. If someone has a perception of something, it means that the person knows, understands, and realizes the object through the five senses.

a. Types of Perceptions

After the individual interacts with the objects to be perceived through the stimulus process of the five senses, the results of perception are distinguished as follows:

1) Positive perception

A personal assessment that favorably characterizes an object is called positive perception. If someone has a positive perception of something, it means that the person accepts or supports it.

2) Negative perception

Negative perception is a perception that describes an object negatively or not as expected. If someone interprets an object negatively, it means that the person rejects or feels incompatible with the object.

b. Students' Perception

Students are the most important thing in an educational unit where students' perceptions of the learning process are needed to evaluate and improve the quality of learning in schools. According to Khotimah (2021) knowing students' perspectives is very important to do because learners are the most crucial competent of educational process. Students' perspectives will show how students' attitudes or acceptance of using artificial intelligence (AI) in the learning process. In this research, researchers will examine students' perceptions toward the use of

artificial intelligence in learning English. Through the observation of the five senses, students' can give meaning to interpret the observed objects.

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According to Walgito (2010), perception is the process of organizing the interpretation of stimuli received by an organism or individual so that it is something meaningful and an integrated activity within the individual. Perception is the result of a process received by individuals in the form of impressions that have gone through prior sensing from the eyes, nose, ears and other senses.

a. Factors that Influence Perception

The factors that influence perception according to Robbins (2008) are as follows:

1) Giver of the impression/Perceptor

If someone looks at an object and tries to interpret what he sees, then his interpretation will be greatly influenced by its characteristics, in this case the characteristics of the impression giver/researcher.

2) Target/target/object

The characteristics of the target/object being observed can influence perception. People whose appearance is very attractive/unattractive are easier to recognize/mark.

3) Situation

The situation or context in which an event/object is seen is also important. Environmental elements greatly influence a person's perception. The same object on different days can leave different perceptions.

b. Perception Indicators

The indicators of perception are as follows

Response, (Response) According to the Indonesian Dictionary, a response is a response to speech (criticism, comments, etc.) There are several ideas related to research on student perceptions of artificial intelligence in English language learning that can be explored further.

b. **Artificial Intelligence (AI)**

Artificial Intelligence (AI) has a long history in education, with early developments dating back decades. In the 1960s, researchers began to explore the potential of AI in education, especially in the field of intelligent tutoring systems (ITS). As stated by Smith (2018), "The arrival of ITS marks a significant milestone in the integration of AI in education, as these systems aim to provide personalized instruction and adapt to the individual needs of learners.

Early AI systems, such as Samuel and Newell's (1959) pioneering work on computer-based learning, laid the foundation for the use of smart technology in educational settings. These systems use rule-based algorithms to deliver learning content and engage learners in interactive activities. As Abimanto and Sumarsono (2022) based on their research stated that language learning by utilizing information technology will also increase learners' English language skills.

As time goes by, AI applications in education expand, covering areas beyond smart tutor systems. The emergence of natural language processing (NLP) and machine learning techniques is further expanding the possibilities of AI in education. As stated by Mitchell (2019), "Advances in NLP algorithms and machine learning open new opportunities for intelligent feedback generation and language understanding, revolutionizing the language learning environment."

In the 21st century, the proliferation of digital technologies and the wide availability of educational resources facilitate the integration of AI

in various educational contexts. This has led to the development of AI-based learning management systems, smart assessment tools, and adaptive learning platforms. Researchers and educators are realizing the potential of AI to enhance the learning and teaching experience.

Artificial Intelligence (AI) technology is increasingly useful in various areas of life as time goes by. It turns out that AI technology can be classified into several types according to the focus of its function. AI technology can be classified or divided into several types based on the functions and capabilities it has. AI technology classifications include:

A. Classification of AI Technology Based on Learning Approach

1. Supervised learning is AI whose learning method involves training the AI system using labeled data to introduce various patterns to the AI system so that it can make predictions or decisions.

2. Unsupervised learning is AI whose way of learning involves training the AI system using unlabeled data to enable the AI to discover patterns or relationships between the data provided by itself.

3. Reinforcement learning is AI whose way of learning involves training the AI system to learn various actions that it performs itself while the AI system interacts with the environment, to achieve specific goals.

B. Classification of AI Technologies Based on Application

1. Natural Language Processing (NLP) is AI that can understand and interpret human language.

2. Computer Vision is AI that can translate visual input such as images and videos.

3. Robotics is AI that can control and interact with physical machines and robots.

4. Expert Systems is AI that can imitate human abilities in specific fields, such as finance or medicine.

C. Classification of AI Technologies Based on Function

1. Narrow AI is AI that can be designed to carry out a specific set of tasks.

2. General AI is AI that can carry out various intellectual tasks that humans usually do.

So in this case almost all English education students know and use AI in their learning process. Used applications like Chatgpt to provide information by asking questions about desired topics using key words. Grammarly is used to check writing and grammar in English. Gemini is almost the same as Chatgpt for providing additional information. Claude to provide a chatbot solution that can provide fast and relevant responses to users, Cici to provide assistance and become a virtual friend for users. Perplexity a chat tool that uses artificial intelligence (AI) technology to

provide accurate answers etc, each to look for information and material sources to help students

The use of AI in English learning has a significant impact in improving participants' skills. The research results show a significant improvement in listening, speaking, reading and writing skills after using AI as a learning media. These findings provide empirical evidence that supports the effectiveness of using AI in language learning. Dhanan Abimanto & Iwan Mahendro (2023).

a. The effect of using Artificial Intelligence (AI)

In the 21st century, technology has become increasingly developed and sophisticated. There are many advanced technology products that can make work and human activities easier. One of them is AI. AI can help human work and activities in various fields, one of which is education. AI is a system or machine that can perform tasks that require human intelligence.

The goal is to create non-biological entities capable of understanding, learning, problem solving, and making decisions similar to humans. AI was first created in 1950 by John McCarthy. AI continues to experience development, initially it could only perform simple tasks based on explicitly programmed rules and instructions, until now AI can perform difficult tasks such as answering questions and creating images.

According to the report Google: Future of Education released by Google Indonesia artificial intelligence will bring major changes to the

world of education, including in Indonesia. Shantanu Sinha, Vice President of Google for Education, explained that AI has a number of advantages and negative impacts in the educational context. He revealed that AI has great potential to develop in the future and help in the digitalization of education.

The first trend identified by Sinha is the personalization of the learning process. Every individual and student is considered unique, so they need an appropriate learning approach. Technology, especially AI, can provide personalized interactions and prompts to students, significantly increasing their engagement and motivation towards the learning material. The second trend is improving the quality of teachers through the use of AI technology. AI can help reduce the administrative burden on teachers, so they can focus on teaching tasks. This helps save teacher time and makes it easier to interact with different students in different classes. The third trend that will be the direction of the future of education is the implementation of lifelong learning. Developing technology also influences the evolution of the education system. Even though there are several negative impacts, such as dependence on AI, loss of teachers' learning abilities, and weaknesses in students' analytical thinking, the presence of AI is expected to help teachers in terms of administration and recommendations and expand access to information for students.

It is important to realize that the use of AI also has negative impacts. One of them is the dependence of teachers and students on AI which can reduce their learning abilities. Apart from that, AI also has the potential to control national education policies and increase plagiarism and weaken the potential of students and teaching staff. Iman Zanatul Haeri from the Education & Teachers Association (P2G) encouraged the government to create rules and protocols for AI in education. However, currently the Indonesian government does not have an AI protocol for education. On the other hand, Google Indonesia recommends that the government invest in infrastructure and equipment that supports the use of technology in schools.

Connectivity challenges also need to be overcome, especially in 3T areas (underdeveloped, outermost and frontier), because there are still sub-districts and villages that do not have 4G internet network coverage. In addition, training for teachers and the facilities needed to use technology effectively must also be improved.

1) The positive impact of AI in the world of education

Currently, AI has begun to be used in the world of education and makes the tasks of teachers and students easier. The positive impact of using AI in the world of education is: AI can evaluate exams, assignments and quizzes automatically. AI can recommend relevant learning materials based on students' interests and level of understanding. AI can be used to find the answer to a question if the answer is not available on the machine

search, etc. In addition. AI can be used to teach skills that are useful in the 21st century.

2) The negative impact of AI in the world of education

AI not only has a positive impact but also has a negative impact in the world of education. The negative impact is that 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. AI also has a negative impact on teachers because AI can replace the teacher's role in evaluating students' assignments and exams.In conclusion, the use of AI in education has both positive and negative impacts. Therefore, it is necessary to have clear protocols and rules that guarantee the responsible use of technology and maintain human values in the educational process.

b. Artificial Intelligence (AI) in learning

In this section the researcher discusses the AI process in the learning process, in this case the researcher means the generative AI section. Generative AI is a type of AI that can create new content and ideas, including conversations, stories, images, videos, and music. So in the process of using AI in the learning process, students use AI, for example, to find assignments. well then after they use AI to find assignments, after that what do they do, do they just copy and paste from the AI application or only as a source of teaching material. This is what is meant by the AI process in the learning process, therefore the researcher compare what is found from that.

There are two approaches that can be implemented to apply Artificial Intelligence (AI) in educational environments. First, the transfer of teacher duties to the AI system, which acts as a tutor for each student. The existence of smart technology that adapts content to each learner is already widely used in many classrooms, in the form of smart tutor systems (Moleenar, 2021). The alternative role of AI is to increase human intelligence and assist humans in carrying out effective and efficient learning activities. There are various things that can be done to apply AI in learning activities. As times progress, demands for all fields including education to adapt and collaborate to solve problems.

1. Virtual Mentor

The now universal Internet was created as a means to spread information, knowledge, and thoughts on various topics. One program that runs alongside The Lab System, which operates more as a multimedia environment with integrated eLearning, is Virtual Mentor. According to a Journal of Computer Information Systems paper, the virtual mentor feature is more useful than regular classroom instruction (Zhang, 2004).

If Learning by Asking (LBA), also known as interaction learning, is not used, interaction learning will not occur. There will be two main components when using this LBA (Video Streaming Server and Web Server). Processing of the original video by these two components will produce the generation of questions which will later become one of the question data which can then be recalled and developed depending on the

intensity of the questions that arise and changes in the video being processed. The availability of virtual mentors such as LBA makes contact more efficient from a managerial and financial perspective.

2. Voice Assistant

Users can learn without having to read thanks to the voice assistant feature, a voice replacement. Reading information that activates a voice assistant will be different from human cognition processes such as absorbing information from sound. Voice Assistant is described in one example as a tool for understanding the teacher's point of view. This essay discusses how teachers view the integration of voice assistant technology in the classroom, which will provide insight into future classroom settings (Jean-Charles, 2018). Voice Assistant is currently being developed for use in various technological devices. In the classroom, this feature speeds up students' search for additional materials. The existence of a voice assistant also makes it possible for students to get transparent and accurate information.

3. Smart Content

An app called Smart Content offers data such as weather reports, latest news, alarms, and stock market trading reports. This function provides the latest reading material from newly released books as well as information search according to learning needs covered in the education sector. This capability is available in applications such as Cram101, which

divides digital textbooks into chapters. This will make it easier for readers - in this case students - to dig up the information they are looking for.

4. Presentation Translator

Presentation Translator or presentation translator is useful for explaining or presenting a text from a different language into the desired language. Users only need to listen to various kinds of speech texts, articles or digital books without having to read and translate them one by one. This technology allows users to listen to foreign language speech or sentences in their native language. The presence of AI technology is a breakthrough in the field of educational technology to facilitate learning. The wise and controlled use of technology can trigger the acceleration of education. The emergence of artificial intelligence technology (Artificial Intelligence) can also instill an independent nature in students. Teachers are not burdened with such a dominant role however, their duties are specific in the scope of providing enlightenment with substantial keywords. The basis of every use of technology for teachers is to continue to prioritize the essence of teaching, namely managing the morals and behavior of students. As for students, educational technology can help them control and monitor their own learning, enabling them to live and work well in the future.

c. Artificial Intelligence (AI) in education

Artificial Intelligence (AI) has brought many changes in various sectors, including education AA bimantara (2024). The use of AI in

education provides many benefits, from personalizing learning to increasing administrative efficiency. Here are some ways AI is being used in education:

1. Personalization of Learning:

   a. Adaptive Learning: AI can analyze students' abilities and learning styles, then adapt learning materials to suit each individual's needs. This helps students learn at their own pace and get material that suits their abilities.

   b. Intelligent Tutoring Systems (ITS): These systems use AI to provide personalized tutoring and feedback to students. ITS can help explain difficult concepts and provide additional practice according to student needs.

2. Administrative Task Automation:

   a. Automated Grading: AI can be used to grade assignments and exams automatically, saving teachers time and ensuring more consistent grading. Technologies such as natural language processing (NLP) enable the grading of essays and open-ended answers.

   b. Student Data Management: AI helps in managing student data, including attendance, grades, and progress records. This allows teachers and school administrators to track student progress more efficiently.

3. Improved Learning Experience:

    a. Virtual Assistants: AI-based virtual assistants can help students by answering their questions, providing additional information, and assisting them in completing assignments. An example of this technology is an educational chatbot.

    b. Simulation and Virtual Reality: AI is used in the development of simulation and virtual reality applications that enable students to learn through interactive and immersive experiences.

4. Learning Analytics (Learning Analytics):

AI can analyze learning data to identify trends and patterns that can help in developing curriculum and teaching methods. This analysis can also help in identifying students who need additional help.

5. Wider Access to Education:

Online Learning Platforms: AI enables the development of online learning platforms that are accessible to students from diverse backgrounds and geographical locations. This helps in providing wider and more equitable access to education.

6. Competency Based Learning:

AI supports competency-based learning by helping identify the skills students need to master and providing relevant materials and exercises to help them achieve those competencies.

The implementation of AI in education certainly also brings challenges, such as the need for adequate technological infrastructure,

teacher training to use AI technology, as well as issues of privacy and security of student data (A Alimuddin,2023). However, with proper application, AI has great potential to improve the quality of education and make the teaching and learning process more effective and efficient.

d. English learning process

The process of learning English, or any language, involves several stages and methods that cater to different aspects of language acquisition. Here are some key components and strategies that facilitate the English learning process:

A. Listening

    a. Immersive Listening: Engage with English through music, podcasts, audiobooks, and movies to get accustomed to different accents and intonations.

    b. Active Listening: Participate in conversations with native speakers or use language learning apps that provide listening exercises and comprehension checks.

2. Speaking

    a. Practice Speaking: Regularly practice speaking with native speakers or fellow learners through language exchange programs, speaking clubs, or online platforms like Tandem or HelloTalk.

    b. Pronunciation Practice: Use tools and apps like Forvo or speech recognition software to practice and improve your pronunciation.

3. Reading

   a. Extensive Reading: Read a variety of materials such as books, articles, blogs, and news websites to build vocabulary and understanding of different contexts and genres.

   b. Intensive Reading: Focus on shorter texts and analyze them in detail, paying attention to grammar, vocabulary, and sentence structure.

4. Writing

   a. Daily Writing Practice: Keep a journal, write essays, or participate in online forums and social media to practice writing regularly.

   b. Feedback and Correction: Use tools like Grammarly and get feedback from native speakers or teachers to improve your writing skills.

5. Grammar and Vocabulary

   a. Grammar Exercises: Use grammar books, online exercises, and language learning apps to practice and reinforce grammatical rules.

   b. Vocabulary Building: Employ flashcards, spaced repetition systems (SRS) like Anki, and context-based learning to expand your vocabulary.

6. Language Immersion

   a. Travel and Cultural Exposure: If possible, visit English-speaking countries to immerse yourself in the language and culture.

   b. Engage with Media: Watch TV shows, movies, and YouTube channels in English, and follow social media accounts that post in English.

7. Using Technology

   a. Language Learning Apps: Use apps like Duolingo, Babbel, or Rosetta Stone that offer structured lessons and interactive exercises.

   b. Online Courses: Enroll in online courses through platforms like Coursera, Udemy, or edX, which offer comprehensive language learning modules.

8. Joining Language Communities

   a. Language Exchange: Join language exchange communities where you can practice English with native speakers while helping them learn your native language.

   b. Online Forums and Groups: Participate in online communities such as Reddit's r/English Learning, where learners and speakers share tips and resources.

9. Formal Education

   a. Classes and Tutoring: Take formal classes at language schools or hire a tutor for personalized instruction and guidance.

   b. Examinations and Certifications: Prepare for standardized tests like TOEFL, IELTS, or Cambridge exams to benchmark your progress and gain official certification.

Learning English is a complex process that involves mastering various sub-skills, namely listening, speaking, reading, writing, grammar, vocabulary, and understanding culture and context. Each of these skills is interrelated and important to master gradually and consistently. By following these stages and incorporating a variety of methods and resources, learners can effectively improve their English over time. Consistency and practice are the keys to mastering a language.

CHAPTER III

RESEARCH DESIGN

Researcher outline the research design in this chapter consisting of research methodologies, research instruments, data sources, data collection techniques, and data analysis techniques. Here is an explanation of each of these sections:

A. **Research Design**

This research was designed using qualitative research, namely "descriptive research", to answer questions based on existing phenomena, according to Creswell (2016: 4) 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. This approach is appropriate to find out how students view the use of Artificial Intelligence (AI) in the English learning process by using several data collection techniques, namely interviews, observation and documentation.

B. **Research Site**

The research was be conducted at Universitas Muhammadiyah Parepare which is located at Jalan Jendral Ahmad Yani No. 6. Kelurahan. Bukit Harapan, Kecamatan Soreang, Parepare , South Sulawesi, 91112. The reason researcher conducted research at Universitas Muhammadiyah

Parepare is because it is one of the Universities whose students use Artificial Intelligence (AI), especially English education students in the learning process.

C. Research Participants

In qualitative research, the term research subject or respondent is also called informant. Informants are people who provide information regarding the data being studied by researchers (Gay et al., 2012). The population is the entire object to be studied. According to Gay (2010) population is a group in which the results of research can be generalised to the population. All subjects to be studied must have similar characteristics so that the findings can be generalized. The population in this research were students at the Universitas Muhammadiyah Parepare, especially the English education study program. The population in this research were English education students, namely semester two, four, and six. The selection of subjects in this research was carried out using purposive sampling technique. According to Rai & Thapa (2015), purposive sampling is a data collection technique where researcher rely on their judgment to select members of the population who will participate in their research. To obtain this information, researcher took ten English education students who use Artificial Intelligence (AI) as respondents in this research. Researcher chose English education students because the majority of English education students already use AI in the learning process, especially in English learning process.

D. Procedure of Collecting Data

      Researcher themselves act as the main data collector in qualitative research by looking, asking, listening, and collecting research data. Therefore, researcher must have broad insight into what is being studied. Prospective researcher use various data collection strategies for this, namely:

1. Observation

      Observation is a research method used in collecting data and involves the use of direct observation of the thing under study. According to Adhandayani (2020) Observation is a series of observation processes carried out directly on participants and their environment, this is done in order to achieve certain goals, reveal, and predict the basis for the emergence of certain behaviours. Observation sheets serve as a resource for researcher because they make the observations that researcher need to make. The researcher uses a series of questions to find out answers to document activities at the research site in field notes. In this part, it is the beginning of the researcher to find out whether students use AI in the English learning process.

1) Direct observation technique

      Direct observation is an observation carried out by researcher on objects in the place where the event occurred so that the researcher is in the same place as an object to be investigated.

2) Indirect observation technique

Indirect observation techniques are recordings or observations carried out by means of researcher, not at the time of the incident. The observation technique in this research is direct observation technique, where in this case the researcher observes the use of AI English education students directly use validation observation guide

2. Interview Technique

Interview techniques are usually in the form of information and ideas, or digging up data through questions and answers so that someone can obtain information from others (Gay et al, 2012) This research uses face-to-face interview techniques, interview activities are carried out using structured or semi-structured interview types directly. Researcher have prepared several questions that will be asked to respondents in this interview. This interview guide was modified from Makhfirah (2021).

The researcher chose this type of interview because it can find out clearly how English education students view the use of AI in the English language learning process. The questions that was be asked include topics regarding how English education students use AI in the English learning process, applications and features used, obstacles experienced when using AI, and solutions to these obstacles.

3. Documentation

Documentation is an indirect data collection technique carried out by researcher as research subjects through documents. Records of events that occur in the field can be called documents. Documentation is an event or event that has passed, documents can be in the form of photographs, notes, or letters. Researcher also take student assignments to make documentation. The purpose of documentation is to help researcher when information is lost or forgotten when recording data and to strengthen evidence related to events that have been carried out during the research process.

E. Technique of Data Analysis

The data analysis technique is a way of mapping, parsing, calculating, to reviewing the data that has been collected in order to be able to answer the problem formulation and obtain conclusions in research. As stated by Sugiyono (2018) that the data analysis technique is the method used with regard to calculations to answer the problem formulation and hypothesis testing proposed in the study.

Meanwhile, the definition of data analysis techniques according to other experts such as Kaelan (2012) said that data analysis is a process of arranging data sequences, organizing them into patterns, categories, and basic units of description. Miles and Huberman (Sugiyono, 2018) suggest that qualitative data processing methods or techniques can be carried out

in three stages, namely data reduction, data display, and conclusion drawing/Verification.

a. Data Reduction

The data obtained from the field is certainly quite a lot and in a form that is not as consistent as quantitative data. Therefore, data reduction can be carried out which means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and discarding what is not needed.

b. Data Display

After being reduced, the next step is to display or present the data in order to have clearer visibility. The presentation of the data referred to here can be as simple as a table with a neat format, graphs, charts, pictograms, and the like. Through the presentation of the data, the data is organized, arranged in a pattern of relationships, making it easier to understand.

c. Drawing conclusion and Verifying

The third step in the analysis of qualitative data according to Miles and Hubermn is drawing conclusions and verification. The initial conclusions put forward are tentative in nature, and was change if strong evidence is found to support the next stage of data collection. But if the evidence is valid and consistent when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

F. Research Validity

The validity of qualitative research is determined if it has one degree of trust. In this research, researcher used triangulation as a data credibility test. This technique is specifically made to check the truth and to understand different perspectives of the phenomenon being studied as well as to reduce biases that arise during data collection and data analysis. According to Norman K. Denkin's view (in Romanus Turnip & Sirait, 2020) triangulation is the process of examining the relationship of a phenomenon that occurs from various perspectives by using a combination of various methods. From the results of the interviews, observation, and documentation with triangulation of sources, techniques, and time to ensure that data confidence is synchronized, valid, and justified.

CHAPTER IV

FINDINGS AND DISSCUSSION

A. **Research Findings**

In this chapter the researcher present her research findings. The data was taken from interviews given to English education students in semester two, four and eight. Students were asked to answer questions related to the use of Artificial Intelligence in English learning. After collecting the data, the researcher analysed the data. The findings were collected through semi-structured interviews with participants who were considered as the research sample from the English education classes.

The table below is a display of the interview results. The researcher applied all the procedures that have been shown in the previous chapter. The researcher conducted the interview method to English education students of Universitas Muhammadiyah Parepare. It aims to find out what their perceptions are about the use of Artificial Intelligence in English learning, the researcher collected data from observations, recorded interviews and documentation asked to students after that the researcher analysed the data and the researcher found the results as follows:

1. **Result of the Observations**

To find out the data, researcher first carried out direct observations on students of the English Education study program at Universitas Muhammadiyah Parepare regarding the use of AI in the English learning process. Observation results show that students do use AI as a learning

media, including in learning English. The results of the researcher's observations show that students use AI as a learning requirement, the AI they tend to use is ChatGPT. Students use AI as a learning media to search for additional information and teaching resources in learning English, for example in doing student assignments using AI and translating sentences or vocabulary using Google Assistant. Students are very enthusiastic and active in using AI in learning English. However, it cannot be denied that the use of technology in the learning process certainly has a negative impact on students. From observations, the way students respond to the negative impact of using AI is by not getting used to continuously using AI in the learning process so that students are not dependent and students must also be smart to filter information from AI and not immediately copy and paste the information provided. So the steps taken by students to address the negative impact of using AI which may have an impact on the lack of thinking of students is to develop and improve skills in problem solving and more independent decision making.

2. Result of the Interviews

Based on the research findings, the researcher found some students' opinions regarding the use of AI in English language learning. The information in this study was identified through interviews. In this study, there were some students' opinions regarding the use of AI in English learning. The results are as follows:

1. **Students' perceptions of the use of Artificial Intelligences in the English learning process**

   The thing that needs to be clarified by the researcher himself about Al is that students know what Al is, its typical examples and functions. The researcher interviewed students to get these answers, the participants' responses were as follows.

1. Do you know what artificial intelligence is and what are some examples

   St 1 : *"Kecerdasan buatan itu adalah eee...akal imitasi yang diciptakan oleh manusia yang kemudian dimasukkan ke dalam system atau perangkat seperti perangkat computer atau seluler seperti handphone dan lain-lain dan contoh contoh AI sendiri itu yang saya tau sejauh ini itu seperti Google Maps, itu Google Assistant apa ChatGPT dan lain sebagainya."*
   "Artificial intelligence is an eee… imitation intelligence created by humans which is then incorporated into systems or devices such as computer or mobile devices such as mobile phones and others and examples of examples of AI itself that I know so far are like Google Maps, Google Assistant what Chat GPT and so on."

   St 2 : *"AI adalah kayak semacam alat atau kecerdasan buatan yang bisa membantu manusia dalam kehidupannya misalkan AI yang saya bisa tahu adalah yang pertama itu Grammarly, Quillboat, ChatGPT, Perplexity, Gamma App, terus eee lainnya."*
   "AI is like a kind of tool or artificial intelligence that can help humans in their lives, for example, the AIs that I can know are Grammarly, Quillboat, ChatGPT, Perplexity, Gamma App, eee…and others."

   St 3 : *" Eee... menurut saya AI itu merupakan kecerdasan buatan manusia yang bertujuan untuk membantu manusia juga nah tujuannya yah ini dapat membantu manusia dalam semisal contoh dalam pembelajaran manusia bisa memakai AI ini untuk mempermudah mereka dalam pembelajarannya."*
   "Eee… in my opinion, AI is a human artificial intelligence that aims to help humans too, well the goal is that this can help humans in, for example, in learning, humans can use this AI to make it easier for them to learn."

   St 4 : *"Kecerdasan buatan itu kecerdasan yang dibuat oleh manusia dan dibuat oleh manusia untuk membantu sesama*

manusia lainnya melalui aplikasi contohnya aplikasinya itu adalah ChatGPT, Gemini, Dualinggo, and Cici.

"Artificial intelligence is intelligence created by humans and made by humans to help other humans through applications, for example, the applications are ChatGPT, Gemini, Dualinggo, and Cici."

St 5   : *"Eee…AI itu kecerdasan manusia untuk mempermudah penggunanya dan contohnya itu ChatGPT dan Duolinggo."*

"Eee… AI is human intelligence to make things easier for users and an example is ChatGPT and Duolinggo."

St 6   : *"Iya, kalau menurut saya AI itu adalah kecerdasan buatan yang dimana dapat menyelesaikan ee tugas-tugas seperti tugas dari mahasiswa contohnya itu kalau yang sering saya pakai itu ChatGPT."*

"Yes, in my opinion, AI is artificial intelligence which can complete ee tasks such as assignments from students, for example, if what I often use is ChatGPT."

St 7   : *"AI itu sesuatu program computer yang dibuat untuk membantu kita manusia untuk memecahkan masalah membantu kita untuk lebih mendapatkan banyak ide, contohnya seperti Chat GPT yang paling umum Claude itu yang paling saya tau."*

"AI is a computer programme that is made to help us humans to solve problems, helping us to come up with more ideas, for example, the most common GPT Chat is Claude, which I know best."

St 8   : *"Kalau setau saya AI termasuk seperti kecerdasan buatan atau teknologi yang memudahkan kayak aktifitas atau kegiatan manusia misal contohnya seperti kayak eee… untuk pembelajaran kita bisa memakai ChatGPT bisa juga ee AI lain seperti ada dibilang namanya Cici ada dibilang eee… ChatPDF.*

"If as far as I know, AI is included as artificial intelligence or technology that facilitates like eee… human activities or activities, for example, such as ee for learning we can use ChatGPT, but also eee…other AI such as say the name Cici, there is say ee ChatPdf."

St 9   : *"Eee… iya tau seperti ChatGPT, terus eee… apa AI ada AI AI tapi kulupa I juga kak apa itu AI apa Namanya seperti itu."*

"Eee… yes you know like ChatGPT, then eee what AI there is AI AI but I also forgot sis what AI is what the name is like that."

St 10 : *"Eee… AI adalah simulasi dari kecerdasan yang dimiliki oleh manusia yang di modalkan didalam mesin dan*

diprogramkan agar bisa berfikir seperti halnya manusia,contohnya assisten virtual."
"Eee… AI is a simulation of human intelligence that is modelled in machines and programmed to think like humans, such as virtual assistants."

Overall, participants had their own views on what artificial intelligence is and its examples. All participants know what artificial intelligence is, three out of ten students said AI is artificial intelligence made by humans that is capitalised into computer systems or devices, mobile phones 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 such as completing assignments given by lecturers. Then 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. The next question is to find out since when students use AI in their learning process.

2. How long have you been using AI

St 1 : *" AI kurang lebih sekitar dua tahunan, dua sampai tiga tahunan."*
"AI is approximately two years old, two to three years old."

St 2 : *"Semenjak masuk kampus itu tahun 2021."*
"Since entering the campus in 2021."

St 3 : *"Kalau beberapa lamanya belum lama juga masih baru-baru mulai dari tahun lalu."*
"Some of them are not that long ago, they started last year."

St 4 : *"Mungkin dari SMA dan empat tahun yang lalu."*
"Probably from high school and four years ago."

St 5 : *"Dari SMA yah 2020."*
"Since high school 2020."

St 6 : *"Semenjak masuk kuliah 2023."*
"Since entering college 2023."

St 7 : *"Saya berapa lama itu sejak salah satu dosen kita memberitahu tentang ChatGPT itu kalau tidak salah di semester dua."*

"How long has it been since one of our lecturers told me about ChatGPT, if I'm not mistaken, in the second semester."

St 8 : *"Eee… sejak kuliah semester dua."*
"Eee…since the second semester of college."

St 9 : *"Dari semester satu."*
"From the first semester."

St 10 : *" Eee…sekitar kira-kira sekitar satu bulanan lah.)*
"Eee…about about one month."

For this question, the data obtained by the majority of students, which means nine out of ten, stated that they used AI for almost three to four years starting from entering campus, some used it in the first semester, some started using it in the second semester and there were even students who used it since they were in high school. One student only started using AI about one month ago. The next question was to find out the participant's personal interest in the lecture method of teaching.

3. In your opinion, which learning model that uses AI is more interesting compared to the learning model that does not use AI

St 1 : *"Hmm… menurut saya yang di mix sih kak lebih ke yang di mix karena kalau lebih condong kepada satu sisi itu kan kesannya jadi tidak balance ya kak ya soalnya eee… kita sebagai manusia juga kan butuh AI tapi kita tidak boleh tergantung sma AI begitu kak."*
"Hmm in my opinion, the mix is more like the mix because if it is more inclined to one side, the impression is not balanced, yes, because eee… we as humans also need AI but we cannot depend on AI like that sis."

St 2 : *"Kalau saya menggunakan AI saya lebih menarik karena AI juga mempermudah kita hmm dalam belajar tapi tidak sepenuhnya juga harus menggunakan AI dalam proses pembelajaran jadi harus di selingi juga dengan eee… dari penjelasan guru atau dosen."*
"If I use AI I am more interesting because AI also makes it easier for us hmm in learning but not entirely also have to use AI in the learning process so it must also be interspersed with nee from the teacher or lecturer's explanation."

St 3 : *" Menurut saya yang menggunakan AI tapi karena kan di penggunaan AI itu kita biar 24 jam kita bisa menggunakannya sedangkan yang tidak menggunakan AI itu kita juga cukup tidak terlalu mengerti dan tidak terlalu bisa 24 jam selalu bertanya begitu."*

"I think those who use AI but because we use AI so that we can use it 24 hours, while those who don't use AI, we also don't quite understand and can't really ask 24 hours."

St 4 : *"Kayaknya lebih menarik yang menggunakan AI kak karena kalau kayak dikelas biasa bosanki begitu misalkan kalau menggunakan ki AI kayak lebih menarik I kan juga kalau berhadapan ki dengan layar atau apa tidsk cepatki bosan dibanding kalau bertatapan langsung begitu."*

"I think it's more interesting to use AI kak because if it's like in a normal class, it's boring, let's say if you use AI, it's more interesting I also think that if you face the screen or something, you don't get bored as quickly as if you face it directly."

St 5 : *"Yang menggunakan AI lebih menarik, lebih gampang."*

"Those using AI are more interesting, easier."

St 6 : *"Kalau menurut saya itu yang menggunakan AI iya karena apa dih karena ehh dapat menduetkan rekomendasi pembelajaran kayak dia itu kayak guru mi kayak na ajar ki begitu."*

"In my opinion, those who use AI, yes, because what is dih because ehh… can duet learning recommendations like he is like a teacher mi like na teach ki so."

St 7: *"Kalau saya tergantung model pembelajaran seperti apa dulu tapi untuk jaman untuk yang saat sekarang ini mungkin AI lebih bagus digunakan."*

"For me, it depends on what kind of learning model was used but for the current era, AI is probably better to use."

St 8 : *"Kalau yang untuk yang lebih menarik mungkin yang pakai AI karena kalau pakai AI biasanya eee… kayak setiap model eee… kayak setiap untuk pemberian tugas atau cara -cara begitu lebih mudah ditemukan eee… pakai AI kak di bandingkan yang tidak pakai AI."*

"For the more interesting ones, maybe the ones that use AI because if you use AI, usually eee…like every model eee… like every assignment or method is easier to find eee… using AI sis compared to those that don't use AI."

St 9 :*"Eee… mungkin yang menggunakan AI yang lebih menarik yah karena lebih banyak informasi-informasi yang bisa di dapat di AI."*

"Eee… maybe the ones that use AI are more interesting because there is more information that can be obtained in AI."

St 10: *"Eee…menurut saya lebih menarik menggunakan AI karena apa dih ee karena mampu menjawab berbagai pertanyaan dengan cepat dan ringkas."*

"Eee… I think it is more interesting to use AI because what dih ee because it is able to answer various questions quickly and concisely."

In this section, the participants gave valuable 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 previous methods. On the other hand, one of the participants also considered that it is not entirely necessary to use AI in the learning process, it must also be interspersed with teacher or lecturer explanations. One of them also explained that the learning model is mixed because if it is more inclined to one side, the impression is unbalanced, as humans also need AI but we must not depend on AI. The next question relates to the suggestions and solutions they would like to provide. The data obtained is as follows.

4. Is there a possibility that AI can teach like a teacher? no longer act as media but as teachers who teach in class

St 1: *"Kalau sebagai eee… sosok yang mengajar di kelas saya rasa tidak mungkin kak karena pertama kelemahan AI itu adalah tidak bisa melakukan pendekatan secara apa eee… pendekatan seperti pendekatan batin kepada para siswanya atau kepada murid sama seperti yang dilakukan oleh guru guru kak karena eee… AI kan tidak memiliki perasaan seperti manusia kak."*

"As a person who eee…teaches in the classroom, I don't think it's possible sis because the first weakness of AI is that

it cannot approach the students or students in the same way as teachers do because AI doesn't have feelings like humans."

St 2: *"Eee…tidak tidak, beda AI dengan ketenagakerjaannya guru karena kalau AI kita belum tentu bisa berinteraksi dengan robot tapi kalau dengan guru kita bisa merasakan perasaan apa yang di sampaikan oleh guru dan bisa saling curhat begitu dengan guru."*

"Eee… no no, it's different between AI and teacher employment because with AI we can't necessarily interact with the robot but with the teacher we can feel what the teacher is saying and can confide in the teacher."

St 3: *"Kalau saya AI tidak bisa berperan sebagai guru tetapi bisa berperan sebagai media pembelajaran karena kenapa AI kan tidak bisa kita lihat Cuma bisa kita komunikasi melalui system begitu."*

"For me, AI cannot act as a teacher but it can act as a learning medium because we cannot see AI, we can only communicate through the system."

St 4 : *"Kayaknya kemungkinan bisa tapi tidak semaksimal bagaimana seorang guru mengajar kak karena kan AI akan menuruti apa yang di perintahkan jadi tidak akan maksimal kalau AI mengajar dikelas."*

"I think it is possible but not as optimal as how a teacher teaches kak because AI will obey what is ordered so it will not be optimal if AI teaches in class."

St 5: *" Bagaimana dih ehh… susah kayaknya kak karena ini kan apa aplikasi toh yang apa dih susah ndk bisa kayaknya kak bagus kalau jadi apa Namanya iya hanya membantu saja."*

"How eee…it's hard I think because this is what application which what dih is difficult can't be good kak if it becomes what What's the name, yes, it just helps."

St 6 : *" Kalau saya bisa iya karena kan bisa secara virtual juga toh kayak ada aplikasi apa lagi Namanya itu kayak bisa ki atap muka sama AI tidak tahu kulupa Namanya apa Namanya itu yang penting ada yang jelas ada."*

"If I can, yes because it can be virtual too anyway like there is an application what else is his name like can ki roof face with AI don't know I forgot what name his name is the important thing is that there is a clear one exists."

St 7: *"Memiliki peluang mungkin ada tapi jika ingin disamakan persis dengan guru sepertinya mungkin tidak karena guru lebih tahu bagaimana apa yang dibutuhkan siswa lebih tahu harus mengeluarkan emosi atau ekspresi."*

"Having a chance might be possible but if you want to be exactly the same as the teacher, it seems like it might not be

because the teacher knows better how what the student needs knows better how to bring out emotions or expressions."

St 8: *"Eee… kalau saya mungkin mungkin ada beberapa jenis AI yang bisa menggantikan guru tapi tidak sepenuhnya karena kalau guru seorang manusia biasa memahami bagaimana emosi atau karekter setiap siswa sedangkan AI kan robot tidak memiliki emosi mungkin tidak bisa digantikan."*

"Eee…for me there might be some types of AI that can replace teachers but not completely because if a human teacher usually understands how the emotions or character of each student while AI is a robot that does not have emotions, maybe it cannot be replaced."

St 9: *"Ee tidak bisa kak, karena sepintar-pintarnya AI gitu kita juga harus menggunakan ee media orang seorang guru untuk ee mengajar siswa-siswa."*

"Eee… can't kak, because as smart as AI is, we also have to use media as a teacher to teach students."

St 10: "Tidak meskipun AI menawarkan banyak manfaat untuk Pendidikan keberadaannya tidak akan pernah bisa sepenuhnya menggantikan peran guru."

"No. Although AI offers many benefits to education it can never fully replace the role of teachers."

Based on the results of the above review, the researcher found that from the data obtained from the participants nine out of ten students did not agree if artificial intelligence became the centre of learning or the actual teacher in the classroom, they stated that teachers were still needed in the classroom to teach morality and also characteristics were built another statement said that many things were not owned by artificial intelligence from the ability of teachers such as eye contact, personal approach, gestures, and also emotions. Participants also stated that artificial intelligence is appropriate if it is still used as a medium in learning models. The rest stated that artificial intelligence is able to teach and control the class if only through virtual.

5. What obstacles have you encountered when using artificial intelligence in your learning

St 1: *"Kendala yang paling saya temui itu kak salah perintah kata maksudnya salah memasukkan perintah begitu kadang perintah yang saya masukkan eee kurang mampu dipahami oleh AI nya begitu kak sehingga jawaban yang di berikan juga tidak sesuai yang saya harapkan."*

"The obstacle that I encounter the most is the wrong word command, meaning that I enter the wrong command so sometimes the command that I enter is not able to be understood by the AI so that the answer given is also not what I expected."

St 2: *"Kalau kendalanya sejauh ini belum ada kendala sih ohh anu kendalanya itu yah paling aplikasi berbayar yang berbayar."*

"If the obstacles so far there have been no obstacles anyway ohh anu the obstacle is well the most paid applications that are paid."

St 3: *"Kalau membahas mengenai kendala, kendala tentu yang pertama tentu jaringan internet yang kedua kendalnya yaitu mungkin kurang dari kurangnya kata kunci yang kami berikan untuk AI sehingga AI itu kadang error untuk menjawabnya."*

"If we talk about obstacles, the first obstacle is of course the internet network, the second obstacle is maybe the lack of keywords that we give to AI so that AI sometimes errors to answer."

St 4 : *"Mungkin keywordnya kak, kalau misalkan salah harus persis apa yang di inginkan supaya yang terjawab juga itu seperti apa yang di inginkan, dan kendalanya juga jaringan mungkin kak karena kayak buru-buru maki baru jaringan lagi yang anu."*

"Maybe the keyword, sis, if for example it is wrong, it must be exactly what you want so that what is answered is also what you want, and the obstacle is also the network maybe sis because it's like rushing to make a new network again that is anu."

St 5 : *"Kendanya itu kayak misalnya kan ada nih apa yang di gambar ini kan misalnya tugas di gambar tidak bisa tidak bisa fiturnya itu tidak bisa apa Namanya diberikan set gambar harus keyword doang gitu."*

"The obstacle is like for example, there is what is in this picture, for example, the task is drawn, it can't, the feature can't, what's the name given to the picture set, it must be keyword only."

St 6 : *"Kalau kendalanya sih ketergantungan sama teknologi itu kayak itu terusji mau dipakai biar yang mudah ee harus toi dibuka."*

"If the obstacle is dependence on technology, it's like that and then you want to use it so that it's easy, you have to open it."

St 7: *"Mungkin AI itu apa yah, oiya mungkin saat penggunaan ChatGPT terus ada beberapa problem dijaringan mungkin ChatGPT itu tidak terlalu memahami apa yang saya maksud jadi jawaban yang diberikan itu tidak sesuai mungkin itu."*

"Maybe the AI is what well, o yes maybe when using ChatGPT then there are some problems on the network maybe ChatGPT doesn't really understand what I mean so the answers given are not appropriate maybe that."

St 8 : *"Mungkin masalah jaringan paling sering terkadang juga kalau pakai AI kalau semisal eee… kayak ChatGPT kalau terlalu banyak mi pertanyaan-pertanyaan kita kasi mungkin ada pertanyaan kayak tidak sesuai mi anunya yang diinginkan yang diminta kalau selalu banyak sekali mi pertanyaannya."*

"Maybe network problems most often sometimes also when using AI if for example eee… like ChatGPT if there are too many questions we give maybe there are questions like not according to the desired anunya that is requested if there are always so many questions."

St 9 : *"Ini kadang kendalanya itu ada misalkan kita kalau tidak jelas apa yang kita kasih pertanyaan ai juga jawabnya itu kadang lain yang di pertanyakan lain yang di jawab."*

"This is sometimes an obstacle, for example, if we are not clear about what we ask a question, we also answer it, sometimes another question is asked and another answer is given."

St 10 : "Terbatasnya kemampuannya untuk memahami dan menghasilkan Bahasa yang sesuai kompleks."

"Limited ability to comprehend and produce complex appropriate language."

For this question, the data obtained by some students, which means six out of ten students, said that the obstacles when using artificial intelligence are word commands or keywords when using artificial intelligence, two students said they were constrained by the internet

network, the rest said that when using artificial intelligence there is a fee and dependence on the artificial intelligence they use.

6. What is your solution when the obstacles you experience occur in your English learning

St 1 : *"Yah itu kak, saya paling cuma membuat keyword atau perintahnya itu lebih spesifik saja atau di perbaiki cukup di perbaiki saja."*
"Well, I just create more specific keywords or commands or improve them."

St 2 : *"Beralih ke AI lain yang serupa."*
(Switch to another similar AI.)

St 3 : *"Solusinya eee… memperbaiki lagi kata kuncinya sehingga bisa dimengeri pada AI."*
"The solution is to improve the keywords so that they can be recognised by AI."

St 4 : *"Solusinya mungkin kak kalau misalnya jaringan kan susah kayak jaringan kan kadang-kadang mandet mendet begitu kak eee… jadi susah jadi kayak kita lagi yang putar otak sendiri ka eee… kita yang putar otak sendiri untuk bagaimana untuk anu ini AI nya kak."*
"The solution may be if for example the network is difficult, like the network is sometimes stuck so it's difficult so it's like we are turning our own brains to how to do this AI."

St 5 : *"Yang pertama itu cari aplikasi lain dulu kayak misalnya kalau tidak adami yang bisa otak lagi yang anu saya yang pikir sendiri apa jawabannya ini dari gambar ini."*
"The first thing is to look for other applications first, for example, if there is no one who can brain again, I think to myself what the answer is from this picture."

St 6 : *"Solusinya, kalau solusinya sih mungkin apa dih eee… jangan selalu menggunakan AI jangan sampai ketergantungan begitu kayak kalau masih mudah mending kerja secara anu toh pakai otak mi saja jangan pakai AI."*
"The solution, if the solution is maybe what dih eee… don't always use AI, don't get dependent on it like if it's still easy, let's work in use my brain instead of using AI."

St 7 : *" Solusi dari masalah tadi mungkin saya akan memberikan pertanyaan yang lebih gampang untuk dipahami oleh siChatGPT ini."*
"The solution to the problem is that I will probably give a question that is easier for this chatGPT to understand."

St 8: *"Kalau kendala tadi anu keluar dari itu situsnya baru masuk kembali baru kembali lagi."*

"If the problem was that you left the site and then re-entered and then returned again."

St 9 : *"Ohh iya di ulangi lagi ee buat kalimat-kalimat lagi yang sekiranya dapat dipahami di AI"*

"Ohh yes, repeat it again, ee make more sentences that can be understood in AI."

St 10: *"Selain diskusi dengan dengan teman dan juga mencari referensi di ChatGPT"*

"In addition to discussions with friends and also looking for references on ChatGPT"

In this question in the solution section of the obstacles when using artificial intelligence, students have their own opinions. Four out of ten people said that fixing the command word or keyword when using the AI. One person said to use another AI if the previous AI did not support it, three of the students said the solution was to use their own brains or think for themselves to find the answer. The rest of the students said leaving the site and then coming back or refreshing the site, discussing with friends and looking for references.

In this section, the researcher concludes that students' perceptions of the use of AI in English learning are that students feel that AI can make English learning more accessible and personalized. Some students may appreciate AI's ability to provide automatic assessments and corrections without feeling pressured. However, there are also those who feel that feedback from AI is less in-depth than guidance from human teachers, especially in terms of understanding context and nuances of language. Overall, students' perceptions of the use of AI in learning English vary widely. While some see it as a

useful and innovative tool, others may be more cautious or critical of its limitations and potential impact on their learning process.

2. Factors motivate English education students to use of Artificial Intelligence in the English learning process.

In this part of the interview, the researcher asked questions related to the factors that influence students' motivation towards the use of Artificial Intelligence. The next question is about personal views on why students use AI. Researchers obtained the following data:

1. Why do you use AI

St 1 : *"AI sendiri itu cukup memudahkan dalam beberapa ini beberapa kegiatan saya seperti proses perkuliahan atau semisalnya saya mengalami kesulitan di kehidupan sehari-hari saya kadang menggunakan AI untuk menanyakan beberapa solusi yang perlu saya dapatkan.*
"AI itself is quite easy in some of my activities such as the lecture process or if I experience difficulties in my daily life, I sometimes use AI to ask for some solutions that I need to get."

St 2 : *"Hmm… untuk membentuk tugas kuliah."*
"Hmm…to form a coursework"

St 3 : *"Karena eee, kenapa saya menggunakan AI karena akhir-akhir ini memang ee banyak pembelajaran yang sulit di mengerti nah itu menjadi solusi atau opsi untuk kami memakai AI tersebut."*
"Because eee, why do I use AI because lately there is ee a lot of learning that is difficult to understand so that becomes a solution or option for us to use the AI."

St 4 : *"Seperti jawaban saya pada pertanyaan pertama karena AI sangat membantu untuk kehidupan kita saya sebagai seorang mahasiswa juga membantu untuk mengerjakan tugas-tugas."*
"Like my answer to the first question because AI is very helpful for our lives I as a student also help to do assignments."

St 5 : *"Karena itu bisa mempermudah tugas -tugas saya yang apa saya tidak ketahui dari penjelasan guru."*

"Because it can make my assignments easier which I don't know from the teacher's explanation."

St 6 : *"Karena sangat membantu bagi kami terutama mahasiswa toh karena kalau ada tugas yang sangat rumit pasti ChatGPT dapat menjawab."*

"Because it is very helpful for us, especially students anyway, because if there is a very complicated task, ChatGPT can answer it."

St 7 : *"Jawaban paling sederhananya yah supaya tugas lebih cepat lebih efesien."*

"The simplest answer is to make the task faster and more efficient."

St 8 : *"Seperti tadi kak menggunakan AI untuk memudahkan semisal untuk eee kerja tugas atau mencari informasi tambahan kalau semisal kayak sumber lain tidak begitu memuaskan jadi pakai AI."*

"Like before sis I use AI to make it easier for example for eee assignment work or looking for additional information if like other sources are not very satisfying so use AI."

St 9 : *"Eee... untuk cari tau lagi yang apa mendalami lagi pemahaman yang dosen sudah jelaskan lebih dalam lagi di AI."*

"Eee…to find out what else to deepen the understanding that the lecturer has explained more deeply in AI."

St 10: *"Karena kemampuannya untuk eee... mengotomatisasi tugas-tugas yang berulang focus pada upaya yang lebih kompleks dan kreatif."*

"Because of its ability to eee… automate repetitive tasks, focus on more complex and creative efforts."

For this question, the data obtained by most students, which means seven out of ten, stated that the use of AI media in learning English is appropriate because it helps them do course assignments and is also efficient in the learning process. Three more people stated that AI is used to find additional information if they have difficulty in learning, and if when other sources are not very satisfying so students use AI it becomes the right solution for students to use AI. The next question was about personal views like the previous question, in this section regarding what

influences students to use Artificial Intelligence. The data obtained is as follows.

2. What influenced you to use AI

    St 1 : *"Yang mempengaruhi 56aka tau lebih 56aka t yah eee… yah karena saya merasa dimudahkan pada saat menggunakan AI begitu kak."*
"What influenced me was more like what, eee… yah because I felt facilitated when using AI like that sis."

    St 2 : *"Itu juga tahu AI dari teman-teman dan itu juga membantu eee tugas kuliah jadi saya pakai AI."*
"I also know AI from my friends and it also helps me with my coursework so I use AI."

    St 3 : *"Penggunaan AI bagi diri saya sendiri itu sangat berpengaruh karena dapat memberi kita penjelasan yang sangat detail begitu."*
"The use of AI for myself is very influential because it can give us a very detailed explanation."

    St 4 : *"Yang mempengaruhi karena yah begitu dih kek membantu I jadi kek mempermudah mempermudah dengan cepat bisalah apa yang di inginkan apa yang di cari langsung na berikan begitu jadi mempermudah ceritanya"*
"What influences it is because it helps me so it makes it easier to make it easier quickly, what I want, what I'm looking for, what I'm looking for is immediately given to me, so it makes the story easier."

    St 5 : *"Karena apa yah jawabannya itu lebih mengerti kak AI dari pada penjelasan guru-guru."*
"Because of what, the answer is more understandable sis AI than the teachers' explanation."

    St 6 : *"Mempengaruhi maksudnya kayak ohh kan kalau AI itu saya lihat dari anu toh konten-konten kayak IG jadi ohh ehh apa Namanya ee saya kepikiran juga bahwa ee pasti kalau pakai ka juga AI pasti sangat membantu"*
"Influencing means like ohh... right if AI I see from content like IG so ohh ehh what's the name ee I also think ee surely if using AI will also be very helpful."

    St 7: *"Mungkin ketika saya mengalami kesulitan saat mengerjakan tugas dari dosen akhirnya saya mengambil jalur cepat untuk menggunakan AI."*
"Maybe when I was having trouble with my lecturer's assignment, I took the fast track to using AI."

    St 8 : *"Eee… pengaruhnya mungkin karena sekarang jaman teknologi baru semuanya serba mudah begitu kak."*

"Eee...the influence is probably because nowadays in the new technology era everything is easy, sis."

St 9 : "Eee…pengaruhnya dari materi-materi yang belum jelas gitu bisa lebih jelas lagi di AI."

"Eee…the effect of unclear material can be more clear in AI."

St 10: *"Kenyataannya AI eee…memang dapat di menyelesaikan sebagian besar tugas-tugas perkuliahan."*

"The reality is that AI eee…can indeed complete most of the lecture assignments."

Overall, participants had their own views on what influenced them to use artificial intelligence. Five out of ten students said that it makes it easier and faster when they want to find what they need, two students said it helps with tasks and they take the fast track using AI, the other three students said that the explanation is more detailed so it is easy to understand clearly. The next question was to find out what applications students use in the English learning process.

3.What Artificial Intelligence do you use in English learning

St 1 : *"Eee… kecerdasan buatan yang sering saya gunakan sejauh ini paling sering 57aka t ChatGPT kak, kadang menggunakan Google Assistant tapi tidak seintens ChatGPT karena Google Assistant kurang apa kurang efektif kalua 57aka tau57g sama ChatGPT, adapun AI AI lainnya itu seperti Google Translate saja begitu."*

"Eee... the artificial intelligence that I often use so far is most often ChatGPT kak, sometimes using Google Assistant but not as intense as ChatGPT because Google Assistant is less what is less effective when compared to ChatGPT, as for other AI AI, it's like Google Translate.

St 2 : *" Ada banyak, yang pertama ada Grammarly, Quillboat, terus yang sering itu ChatGPT, Translatter, Applikasi Translatter terus Gamma APP, untuk membuat ppt otomatis dan juga apalagi ya aplikasi yang untuk membantu dalam Bahasa Inggris itu ada juga Cake App."*

"There are many, the first is Grammarly, Quillboat, then the frequent ones are ChatGPT, Translatter, Translatter App, then, to make automatic ppt and also especially applications to help in English, there is also Cake App."

St 3 : *"Kalau untuk sekarang saya menggunakan ChatGPT saja."*
"For now, I just use ChatGPT."

St 4 : *"Kecerdasan yang digunakan contoh aplikasinya 58aka tau apa, ChatGPT, Question AI, Gemini, itu kak Dualinggo."*
"The intelligence used is an example of an application sis or what, ChatGPT, Question AI, Gemini, that's sis Dualingo."

St 5 : "ChatGPT."

St 6 : *"Kalau dalam proses pembelajaran Bahasa inggris ChtGPT ji sama google translate itu ji."*
"If in the process of learning English ChatGPT ji and google translate."

St 7 : *" Saat hanya ini ChatGPT."*
"Currently only this ChatGPT."

St 8 : "AI yang saya gunakan kebanyakan ChatGPT eee…CICI kadang juga ee CLAUDE."
"The AI I use is mostly ChatGPT eee... CICI sometimes also ee CLAUDE."

St 9 : *"Untuk sekarang masih pakai ChatGPT."*
"For now, we are still using ChatGPT."

St 10: "Duolingo"

Based on the results of the above review, the researcher found that from the data obtained from the participants nine out of ten students used ChatGPT in the English learning process, one student only used Duolingo in the English learning process, the rest used Google Assistant, Grammarly, Quillboat, Gamma APP, Cake App, Gemini, Question AI and CICI. The next question is to find out how AI features affect English learning for students, whether they feel it. The data obtained is as follows.

4. How do AI features impact your English learning, do you feel it

St 1: *"Pengaruh fitur AI saya rasa, saya tidak bisa menggambarkannya dengan kata-kata kak tapi eee…bagaimana yah, cukup membantu dari segi pembelajaran. Utamanya kalau saya misalnya ketemu dengan kosa kata yang tidak bisa saya eee… mengerti atau mungkin saya lupa kosa katanya saya bisa langsung menanyakan kepada AI."*
" The effect of the AI feature I think, I can't describe it in words sis but eee…how well, it's quite helpful in terms of

learning. Especially if I for example meet with vocabulary that I can't eee… understand or maybe I forget the vocabulary I can directly ask the AI."

St 2: *"Kalau saya merasa yah, sangat membantu dan juga membantu saya dalam belajar Bahasa Inggris dan mampu bisa meningkatkan kemampuan saya Bahasa inggris terutama dalam hal eee… speaking dan listening kalau menulis ohh yah menulis juga apalagi."*

"If I feel well, it is very helpful and also helps me in learning English and is able to improve my English skills, especially in terms of eee…speaking and listening if writing ohh well writing too especially."

St 3: *"Sangat-sangat merasakannya karena AI ini betul-betul eee… bisa memberikan motivasi maupun solusi dari segala permasalahan."*

"I really feel it because this AI can really provide motivation and solutions to all problems."

St4: *"Pengaruhnya AI kesaya itu kak sangat menguntungkan sih kak menguntungkan ke saya karena kalau bisa dibilang dari semua tugas-tugasku kak dibantu AI."*

"The influence of AI on me is very beneficial because if you can say that all my tasks are assisted by AI."

St 5: *"Iye kak terasa, ada kayak misalnya nih kayak apa yang dijelaskan sama kayak guru-guru kayak rumus-rumusnya yang tidak ku mengerti disini ChatGPT bisa ku lebih detail apa yang ku tidak ketahui jadi bagus."*

"Yes sis I feel, there is like for example like what is explained by teachers like formulas that I don't understand here ChatGPT I can get more details of what I don't know so it's good."

St 6: *"Sangat merasakan sih karena apa dih ee say aitu pemahaman Bahasa Inggris ku sangat minim jadi kalau saya gunakan AI google translate bisa ditau ohh ini artinya kalau di Chat GPT itu kan biasa disuruh ki sma dosen membuat – membuat artikel atau apakah jadi bisa ki cari referensi disitu."*

"I really feel it because my understanding of English is very minimal so if I use AI google translate, I can find out this means that in Chat GPT, the lecturer usually tells me to make an article or something so I can look for references there."

St 7: *"Iya, saya sangat merasakan sekali dampak setelah saya menggunakan AI terutama dalam pemahaman tentang Bahasa inggris lebih banyak lebih cepat tidak harus kebingungan lagi cari dimana begitu ."*

> "Yes, I really feel the impact after I use AI, especially in understanding English more quickly, I don't have to be confused about where to look for it."

St 8: *"Banyak banyak perubahan seperti seperti lebih meringankan ketika ada tugas dari dosen baru kalau semisal ada yang belum dipahami bisa AI baru terkadang juga kalau ada eee… apa Namanya kalau ada kayak teks teks dari Bahasa inggris yang tidak bisa lebih ke AI saya pakai kak."*

> "There are many changes, such as making it easier when there is an assignment from a new lecturer, if there is something that you don't understand, you can use AI, sometimes also if there is eee… what's the name, if there is like a text from English that I can't use, I use AI."

St 9: "Eee… iya cukup merasakannya cukup banyak merasakan dampak dari pembelajaran melalui AI."

> "Eee…Yes, I feel it quite a lot, I feel the impact of learning through AI."

St 10: *"Yah karena motivasi belajar saya menjadi lebih baik karena ketersediaan informasi yang lebih baik."*

> "Well because my learning motivation has improved due to better availability of information."

For this last question, the data obtained is that all students say that they feel 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, and writing. Provide motivation and solutions to all problems.

In this section, the researcher concludes that the motivation factor motivate for students to use AI in the English learning process is that English education students have various motivations for using Artificial Intelligence (AI) in their learning process. The factors that motivate them include, students feel that it is right to choose AI in the English learning process because it is faster and more efficient and makes it quite easy

when there are assignments given by the lecturer. AI can provide access to a variety of learning resources that may not be available in traditional formats. For example, an AI platform can offer videos, podcasts, interactive exercises, and a variety of reading materials, allowing students to learn from a variety of formats to suit their preferences.

B. Discussion

This section presents a discussion of the research findings. Observation findings show that students do use AI as a learning media, including in the English learning process. Researcher observations show that students use AI as a learning necessity. Students use AI as a learning media to search for additional information and teaching resources in learning English, for example in doing student assignments using AI and translating sentences or vocabulary using Google Assistant. Apart from that, the results of the students' assignments are clear that they use AI to do it, especially in the paragraph writing course, so it is more likely to affect the students' writing skills. The paragraph writing course discusses the topic of writing because the aim is to develop students' abilities in writing effective, structured and clear paragraphs. Although the focus is specifically on paragraphs, good paragraph writing skills are an important foundation for writing essays, articles, and other forms of writing. By discussing writing in the context of paragraph writing, students gain the fundamental skills needed to write clearly, effectively, and persuasively, both in academic contexts and outside academic environments.

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.

This research supports the findings of previous studies that show results related to student perceptions, conducted by Arslan (2015) in his research on E-Learning Experience using Artificial Intelligence Software which states that the results of two different performances the first result obtained that this software is sufficient to provide a better experience in the learning process and students can learn English better. Other results showed that students from Universities in different countries were satisfied with the software used and enjoyed the educational activities.

In addition, students have used AI for almost three to four years since entering campus, some used it in the first semester, some started using it in the second semester and there are even students who have used it since they were in high school. One student only started using AI about one month ago. The results of the study can be concluded that the participants' understanding of AI is high. This is the truth faced today because living in a modern era where technology is increasingly developing and nowadays it is very important to understand technologies such as Artificial Intelligence as said (Stosic, 2015) that a new generation of children will come, ready to work with this new technology and acquire various cognitive knowledge technologies.

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. It can be said that children today love to learn by doing, interacting and discovering (Baytak, Tarman, & Ayas, 2011). At this point it can be said that the use of technology in the classroom has the potential to create increased student

motivation, increased social interaction, positive outcomes, increased student learning, increased student engagement.

Based on previous Research (Agudo & Rico, 2015) In their Research on the use of game-like Artificial Intelligence Applications for pre-School students and from this research they found remarkable results that computer-based evaluation with primary school children can be a very complicated process but evaluation is a key point in the design of this programme and one of the future research lines in order to develop a successful system according to the special needs of children. Another point is that this kind of computer learning still needs help from the instructor to get more evaluation points.

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 (Bulut & Delen, 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 (Tutkun, 2011) we are already satisfied with this kind of technology and its need to meet the needs of students.

The researcher hopes for a better system in the future in order to better address students' interest and adaptation in the use of technology. With this adopted method, the researcher of this study focused on the benefits of using artificial intelligence. (Office of Educational Technology, 2017) states that technology can help learning go beyond the classroom and utilise learning opportunities available in museums, libraries, and

other out-of-school settings and access to technology when equitable can help close the digital divide and make transformative learning opportunities available to all learners. From these benefits the researcher achieves that students' motivation in learning using educational tools in the learning process with technology from this study the researcher understands that this study also adopts Artificial Intelligence media in its application in the learning process. Other results (Stošić, 2015) 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

While other studies focus on foreign languages or secondary school level, this study 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.

B. Suggestion

Although this research was conducted with a small number of participants and in a short period of time, the results of this study provide some useful information that can be used by students to improve the quality of English learning. Based on the results of this study, there are several suggestions that can be made to improve English learning. First, students should realize the potential of Artificial Intelligence in the English learning process.

This shows that students' awareness of their classmates requires their interest. Therefore, there is a need to raise students' awareness since the development of Artificial Intelligence technology. A good recognition of classmates' interest in language learning will certainly influence students to respond well to the learning process. Meanwhile, for students, they need to be involved to further enhance their knowledge of Artificial Intelligence. Students should also share a lot of information with each other to create a friendly and interesting community. In addition, the language learning process can be improved, especially where they study.

Finally, due to the limitations of this research, further investigation is needed to explore students' needs and better teaching processes in English learning. Similar research in the future with a larger population or different groups of students would be useful to provide a better understanding of English issues. In addition, this research suggests that classroom activities or methods are also important components in making

students feel comfortable. However, this issue was not specifically addressed in this study. Therefore, further research is needed regarding specific approaches or methods that can help improve the quality of English learning.

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