

**STUDENTS' PERCEPTION OF ARTIFICIAL INTELLIGENCE  
AS ENGLISH LEARNING TOOLS AT SRIWIJAYA  
UNIVERSITY**

**A THESIS BY**

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**English Education Study Program**

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**FACULTY OF TEACHER AND EDUCATION  
SRIWIJAYA UNIVERSITY**

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PALEMBANG  
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**This thesis was defended by the writer in the final program examination and  
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### THESIS EXAM

Title : Students' Perception of Artificial Intelligence as English Learning Tools  
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# DECLARATION

## DECLARATION

I, the undersigned,

Name : Masayu Melinda Rizkika

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Guarantee that thesis entitled "Students' Perception of Artificial Intelligence as English Learning Tools at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I found to have plagiarized this work.

Palembang, April 2024

The undersign,



Masayu Melinda Rizkika

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## **DEDICATIONS**

**This thesis is dedicated to:**

My beloved family who always support me and accompany me in finishing this thesis.

## **MOTTOS**

*“Surely with hardship comes ease.”*

(QS. Al – Insyirah: 6)

*“And whoever puts their trust in Allah, then He ‘alone’ is sufficient for them.”*

(QS. At – Talaq: 3)

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Palembang, April 2024

The Researcher,

Masayu Melinda Rizkika



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ENGLISH LEARNING TOOLS AT SRIWIJAYA UNIVERSITY**

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**ABSTRACT**

Artificial Intelligence refers to a fast developing technical tools that is often used by students in order to obtain increased productivity and lower cost. Artificial Intelligence existence being highlighted as a fundamental technology that can significantly improve English language learning in schools, and made to examine how students interact and perform. This study is a descriptive quantitative study that examined the sixth-semester students' perceptions of using artificial intelligence as their tools in English learning. The study aimed to find out the sixth-semester students' perceptions towards the use of Artificial Intelligence as English learning tools. The subject of this research was 67 students of the English Education Study Program at Sriwijaya University. Questionnaire used in this study to collect the data, then the result was analyzed using likert scale to measure the data. Therefore, the result of the study revealed that most of the students have a positive attitude toward artificial intelligence, so it can be perceived as a positive thing for the students in learning english.

**Keywords:** *Artificial Intelligence, Learning Tools, Perception*

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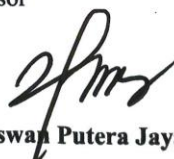
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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, the problem of the study, the objective of the study, and the significance of the study

### **1.1 The Background of the Study**

In this digital era, technologies have been one of the most important thing in almost every sector in life. The use of technology already reached every generation, including adults and young people. It is very common for every people to spend a lot of time with the technologies in their life, because it plays an important role in their life. Technology can help people faster and easier, they can access it from everywhere. That is also made technology really helps in educational sector, nowadays there are a lot of things that technology can do in educational sector including helping the teachers and administrators activity. A teacher who gets overwhelmed with tales of Artificial Intelligence wonders may well question whether yet another attempt to integrate technology into the classroom will determine the future (Holmes & Tuomi, 2022). In this case not only teachers and administrators who obtain the benefit in education, but also the students. The use of technology also plays an important role in students daily learning activities, students often use technology as the source of information to help them in learning.

Learning language is an important thing to do in this modern era, it is essential to master more than one language. Technology surely can help to learn languages, especially english as the international language has become a concern, making a lot of people start to learn it. The component of English language is quite a lot, students who currently learning English needs to know every single aspect to master the language. Writing, Speaking, Listening and Reading are some of the aspect in English language that students needs to learn. In learning English students often needs a lot of information, that information can be found easily by using technological tools. That is why, one way to encourage engagement in the learning process is by using this technology (Mustaeva, Kurbanova, & Mamajanova, 2022).

There are a lot of option for students to use technology as a helper in learning English, those helpers are also easy to use so that the students can gain so much benefit by using that. One of the technological tool that is often used by students nowadays is Artificial Intelligence, AI is a fast developing technical phenomenon, in order to obtain increased productivity and lower costs (Hassani, Silva, Unger, TajMazinani, & Feely, 2020). As one of the top 10 AI-using country in the world, the use of AI is very common in Indonesia. Right now AI is growing so fast, because it is very easy to use. But it is uncertain that AI really helpful for students in helping them learning English because in learning language there are a lot of components in language.

The use of Artificial Intelligence in helping student become a concern, because it is expected that Artificial Intelligence can actually help students to increase their knowledge in English. Students interaction with Artificial Intelligence can be an answer to increase their quality of learning, Artificial Intelligence can be a tools that can provide them information of their study. The use of Artificial Intelligence can give a big impact for students in their learning activity. Students can access Artificial Intelligence from anywhere and for everything that they want to know. Based on their experiences in using Artificial Intelligence students will have their own perception towards Artificial Intelligence itself.

Students experience generate a perception, which everyone has, it is the reaction brought forth by their senses. Based on their feelings and experiences, perception develops. People can filter responses into either good or negative views by processing the experiences they have through their five senses psychologically (Erin & Maharani, 2018). There are two possibilities of student perception of using Artificial Intelligence in learning English, it could be positive and negative. The perception is essential to know, to see if Artificial Intelligence could be a possible tool for students to help them in learning. It will be useful for other students to know if Artificial Intelligence is possible to use in helping them learning English based on the student perception in this research. Therefore, it is crucial to found the perception of the students towards Artificial Intelligence to help them gaining information in learning English.

The use of Artificial Intelligence can be seen by the lecturer as the tool for the students to help them in learning. In learning English it is not enough for the students to only gain the information from the lecturer, some of the lecturer in Sriwijaya University has told the students of the existence of Artificial Intelligence as a tool to help the students. So lecturer and students, both are gaining benefits from the existence of Artificial Intelligence as the helper in students' journey in learning English. Because of that Artificial Intelligence are have the possibility to increase student's knowledge in English as their source of information.

Based on Fitria (2021), in tune with the needs and limitations that students face, this Artificial Intelligence system will keep learning and updating data on its own. This instrument has the ability to identify the causes of students' misconceptions and provide set up, instructor-released answers. In accordance with the requirements and limitations that students face, this Artificial Intelligence system will keep learning and updating information regarding its own. Because of that the use of Artificial Intelligence can be used by the lecturer to watch students process in learning in order to let the students develop their skills in every part of the English language. Other than that, it is not only to improve the students' skills, but also to gain knowledge that possibly not taught by the lecturer in their learning class. It is called the innovation in their learning activities where lecturer and the students can achieve something from the use of Artificial Intelligence.

In helping students to increase their skills, there are a lot of Artificial Intelligence tools that exist as their tools to learn English, students can find anything they need by using Artificial Intelligence. As stated before Artificial Intelligence can provide students more information other than lecturer given to them. One of the Artificial Intelligence that often used by students is Chatbot, a chatbot is a computer program or artificial intelligence that converses with users via text or audio and engages them in a certain topic or domain by providing insightful responses in natural language (Haristianti, Artificial Intelligence (AI) Chatbot as Language Learning Medium: An inquiry, 2019). There are various chatbot Artificial Intelligence that can be use by students. This kind of Artificial Intelligence is very easy to use, students only need to type what they need and the Artificial Intelligence

will give the answer directly. This type of Artificial Intelligence can make students easier to find any information they need, it will save their time and they can also get various information just by one click. Not only that, there are a lot of kind of Artificial Intelligence, apart from chatbot Artificial Intelligence, another type of Artificial Intelligence such as Grammarly and Quillbot, both of them are useful to help students in writing, it can give students further information and it can detect students mistake, and suggest the right way.

Because of the variety of the Artificial Intelligence, based on previous research it is found that AI can give a significant help to the students, AI-powered platforms can use adaptive learning algorithms and applications to customize education to each student's specific requirements and progress. Rukiati et al. (2023) state that the ability of Artificial Intelligence to personalize each student's learning experience is one of the biggest benefits for ELT. Artificial intelligence (AI)-powered platforms and applications can provide personalized learning experiences that are customized to the requirements and skills of individual students by evaluating student performance data and making recommendations for next sessions. A previous study discovered the perception of EFL learner's perception towards Artificial Intelligence in this case the study is focused on Google Assistant for language learning and also found out if the EFL learners' proficiency levels influence their perceptions toward Google Assistant, would EFL learners' language proficiency affect the degree to which their utterances were comprehended by Google Assistant, and What strategies would EFL learners' use when they had communication difficulties with Google Assistant, which focused on the participant with Mandarin Chinese as their first language (Chen, Yang, & Lai, 2020). However, this study is focused only on the perception of the students of using Artificial Intelligence as source information in learning English, whether the students have a positive or negative perception toward using Artificial Intelligence as source of information. Also this researcher used fifth-semester students' Sriwijaya University Faculty of Teacher Training English Education Study Program. Because of that, the discussion of Artificial Intelligence and source of information in learning English

in the questionnaire researcher provided were understood and based on the respondents' experience.

## **1.2 The Problem of the Study**

The problem of this study was arranged to answer the following research question:

“What is the sixth-semester students' perception of Artificial Intelligence as english learning tools?”

## **1.3 The Objective of the Study**

This research objective is to discover:

“The sixth-semester students' perceptions of Artificial Intelligence as English learning tools.”

## **1.4 The Significance of the study**

The significance of this study is aimed to find out and investigate the sixth-semester students' perception of using Artificial Intelligence as their tools in learning English in order to give a contribution in the field of education such as for lecturers, students, and future researcher. In learning English students are need to find a lot of source and tools to help them learning, along with technological development students now can easily find additional tools to help them in learning. In addition to that this research will add some knowledge to lecturer and students who will use Artificial Intelligence as tools for them to find sources in teaching and learning activity. This research is expected to give information about the use of Artificial Intelligence in education and how Artificial Intelligence can be an efficient help for lecturer and students. Lastly this research will be useful for other researchers who will analyze Artificial Intelligence contribution in the educational field, hope the research can provide additional details and to encourage academician to do deeper research and enhancing existing studies.

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