EXPLORING EFL LECTURERS' USE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN THEIR PROFESSIONAL ACTIVITIES

A THESIS

by:

Kiki Zakiyah Nurhayati

Student Number: 06012682327028

***Magister* Program in Language Education**

***MAGISTER* PROGRAM IN LANGUAGE EDUCATION**

FACULTY OF TEACHER TRAINING AND EDUCATION

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***Magister* Program in Language Education**

Approved by:

Advisor 1,

Eryansyah, M.A., Ph.D.
NIP. 196907181995121001

Advisor 2,

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

Certified by:

Head of Magister Program in Language Education

Sriwijaya University

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

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Advisor 2,

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

Dean,

Dr. Hartono, M.A.
NIP. 196710171993011001

Head of Magister Program in Language Education,

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

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Student Number: 06012682327028

***Magister* Program in Language Education**

Had been examined and passed on:

Day : Tuesday

Date : January 07th, 2025

EXAMINATION COMMITTEE

1. Chairperson	**: Eryansyah, M.A., Ph.D.**
2. Secretary	**: Sary Silvhiany, M.Pd., M.A., Ph.D.**
3. Member	**: Dr. Rita Inderawati, M.Pd.**
4. Member	**: Amrullah, M.Ed., Ph.D.**

Palembang, January 09th, 2025
Approved by,
Head of Magister Program in Language Education

Sary Silvhiany, M.Pd., M.A., Ph.D.
NIP. 197708112002122003

DECLARATION

I, the undersigned,

Name : Kiki Zakiyah Nurhayati

Student's Number : 06012682327028

Study Program : Magister Program in Language Education

Certify that the thesis entitled *"Exploring EFL Lecturers' Use of Artificial Intelligence Technologies in Their Professional Activities"* is my work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, January 8, 2025

The Undersigned,

Kiki Zakiyah Nurhayati
NIM. 06012682327028

DEDICATION

With gratitude and love, I dedicate this thesis to my beloved little family, who have supported, prayed for, and facilitated me throughout this process very well.

MOTTO

“All will be well with Sholawat and you will feel the power of it"

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Palembang, January 8, 2025
The Writer,

Kiki Zakiyah Nurhayati

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ABSTRACT

Artificial intelligence (AI) technologies are transforming educational practices, offering tools to support and enhance lecturers' activities. This study explores the integration of artificial intelligence (AI) technologies in the professional activities of EFL lecturers, focusing on their teaching, research, and community service as part of the *Tri Dharma* of higher education. Using a qualitative case study approach, data were collected through semi-structured interviews and artifacts involving three EFL lecturers as participants. Thematic analysis was employed to identify recurring themes. Findings reveal that AI tools such as *Grammarly*, *ChatGPT*, *Turnitin*, and *Perplexity* are widely utilized by lecturers to enhance efficiency, improve teaching materials, and support research workflows. These tools assist in generating ideas, organizing references, improving language accuracy, and fostering collaboration. However, challenges related to the accuracy of machine-generated outputs were noted. Despite these challenges, the participants emphasized the transformative potential of AI in fostering innovation, creativity, and productivity in their professional activities. The study concludes that the integration of AI technologies has significant implications for EFL education, offering both opportunities and challenges. Overall, AI technologies play a vital complex role in supporting EFL lecturers' professional activities.

Keywords: *Artificial Intelligence, Teaching Practices, Research Efficiency, Community Service.*

A thesis by Magister Program in Language Education, Faculty of Teacher Training and Education, Sriwijaya University

Name : Kiki Zakiyah Nurhayati

Student Number : 06012682327028

Advisor 1,

Eryansyah, M.A., Ph.D.
NIP. 196907181995121001

Advisor 2,

Sary Silvhiany, M.Pd. M.A., Ph.D.
NIP. 197708112002122003

The Head of Magister Program in Language Education,

Sary Silvhiany, M.A., Ph.D.
NIP. 197708112002122003

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CHAPTER I
INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

In the rapidly advancing digital era, AI technology has become a crucial component in various fields, including education. The integration of AI in educational practices has the potential to transform teaching, enhance learning experiences, and streamline administrative tasks. According to the World Economic Forum, the Fourth Industrial Revolution is characterized by a fusion of technologies blurring the lines between the physical, digital, and biological spheres. Emerging technologies such as artificial intelligence (AI) have the potential to be used in professional activities. In addition, Jiang (2022) states that AI has significantly impacted various aspects of society, including education. Within the context of English as a Foreign Language (EFL) teaching, AI-based applications have been developed to enhance teaching and learning experiences.

The swift progress of computing technologies has enabled the integration of artificial intelligence in education (AIEd) applications. AIEd encompasses the utilization of AI technologies or software in educational environments to enhance teaching, learning, or decision-making processes. Through AI technologies, which emulate human intelligence to draw inferences, make judgments, or predict outcomes, computer systems are capable of offering personalized guidance, support, or feedback to students while also aiding teachers or policymakers in decision-making tasks (Hwang et al., 2020).

AIEd showed great potential when it first emerged about three decades ago. However, significant advancements in AI are still needed to achieve widespread disruption in education, including the development of basic infrastructure. The ultimate goal of AIEd is not to promote AI for its own sake but to improve and

support the educational process (Chaudhry & Kazim, 2022). Furthermore, the digital transformation of education has significantly influenced the adoption of technology by secondary and high education around the world. It has also heated the interest in AIEd in terms of research and its practical application in modern education (Tapalova & Zhiyenbayeva, 2022).

The benefits of AI for education can be understood as a long-term investment, which helps lecturers, students, and the education system continue to improve the quality of education. The development of AI today is increasingly rapid and increasingly integrated with social life in society. AI continues to be developed to support science and technology, including in education. These tools can help lecturers improve their teaching practices (Imran et al., 2023). The employment of AI technology in higher education has the potential to totally change how administrative, research, teaching, and learning functions are carried out (Alordiah, 2023).

Higher education's future is intrinsically linked to the new smart machines' developments in new technologies and computing capabilities. In this area, advances in AI are open to new teaching and learning opportunities and challenges in higher education, with the potential to fundamentally change governance and the internal architecture of higher education institutions. Currently, AI is progressing at an accelerated rate, affecting the deep nature of higher education services (Alimi et al., 2021).

Higher education is a continuation of secondary education held to prepare students to become members of society who have academic and professional abilities in applying, developing, and creating science, technology, and art. To achieve this goal, juridically-formally, higher education does not only act as a teaching center because the teaching and learning process carried out in the classroom without being supported by relevant research results will regress and not develop. The role of higher education is reflected in the implementation of the *Tri Dharma* of higher education, which consists of three main pillars: education, research, and community service. These activities include: (1) education, aimed at fostering intellectual growth and cultural transmission; (2) research, focused on

generating new discoveries in science and culture; and (3) community service. dedicated to improving societal welfare and advancing the progress of the community (Yuliawati, 2012).

The implementation of the *Tri Dharma* of higher education underscores the importance of equipping educators with the tools and knowledge necessary to fulfill their roles effectively. In this context, the integration of emerging technologies, such as AI, is becoming increasingly relevant, particularly for lecturers. Lecturers must consistently update their knowledge and skills to stay abreast of the latest developments in AI technologies. In this rapidly changing educational landscape, lecturers, especially the older ones, may face difficulties adjusting to evolving instructional methods and educational practices (Koka, 2024). This condition may cause certain organizations and individuals to hold the belief that integrating AI tools into higher education should be opposed. While using AI technology has numerous potential benefits, there are also justifiable worries and reasons for resistance (Alordiah, 2023).

Some EFL instructors and students may have experienced the digital divide because they lack experience with technology (Alakrash et al., 2021). In practice, the achievement of learning outcomes has always been a key indicator of the success of the learning process. Therefore, possessing sufficient academic and professional skills, as well as strong personal qualities, is essential in the field of education. Teaching is a profession that demands specific skills, which in turn necessitate training, whether through targeted skill-building programs or comprehensive and independent development initiatives (Suganda, 2022).

Information and communication technology (ICT) is considered a key factor in addressing the problem. The success of ICT relies on the availability of appropriate infrastructure. In 2017, 104.96 million people in Indonesia accessed the internet, and this number is expected to increase to 133.39 million by 2021. However, statistics indicate that ICT infrastructure in Indonesia is less developed compared to neighboring countries like Singapore, Malaysia, and Thailand. Additionally, the cost of internet access remains relatively high in Indonesia. The era of globalization has had a significant impact on the development sector.

particularly technology, in Indonesia. Today, technology and communication are deeply interconnected in daily life. Technology is no longer an optional or supplementary tool but a primary necessity for individuals and a means to address major national issues. This is evident in the integration of technology into Indonesia's education system (Priyahita, 2020).

In addition, with the help of AI technology, lecturers can carry out more efficient and relevant literature searches to support writing scientific papers. The use of automated literature search tools and text analysis can help lecturers find relevant resources more quickly and accurately (Ismal & Jabri, 2024). Furthermore, Murray (2010) mentioned several activities that lead to lecturers' professional development. For example, lecturers can actually consult current research on their field in available national and international journals, become reflective practitioners, engage in peer mentoring and coaching, join local, national, or even international academic associations, and participate in workshops, seminars, or conferences either as presenters or participants. Professionalism implies that the responsibilities inherent to educators can be realized through the development of their expertise and dedication to the field of education, while also being able to implement their knowledge scientifically alongside their professional roles. In other words, educators must be capable of developing various competencies that transcend their core responsibilities. This means their contributions should not be limited to the education sector alone but should also extend to other fields (Supriyono, 2019).

Furthermore, the impact of AI on university lecturers' teaching and research experiences is significant. Incorporating AI technologies provides advantages like personalized learning, more efficient administrative processes, enhanced research support, easier collaboration, and the necessity to consider ethical implications. To maximize the benefits of AI, lecturers should adopt these technologies while also tackling the challenges they present. This approach can enhance the quality of education and research, contributing to the advancement of higher education (Opele et al., 2024). Moreover, the impact of the use of AI in English language learning in Higher education is seen from the results of a study of four EFL

lecturers at a university in Indonesia who have experience integrating AI in their teaching practice. The AI technologies used were *plot generators* in their writing class and *Elsa* in their pronunciation class. The results showed that all lecturers had a positive perception of the use of AI in their classrooms. Lecturers agree that AI can help lecturers teach and students learn. The level of motivation of students and the technological and pedagogical competence of lecturers should be taken into account when integrating AI into EFL classrooms (Sumakul et al., 2022). In addition, Mustopa et al. (2024) reveal that the most widely used AI tools in the context of higher education, particularly in teacher education programs in Indonesia, are *ClassPoint AI, ChatGPT, PowerPoint Speaker Coach, and Canva.*

On the other hand, a review of empirical research on AI tools and their use in scientific writing reveals that *ChatGPT* is the most extensively studied tool. Generative AI presents considerable benefits for scientific writing, assisting in the preparation of key sections of a scientific paper, such as structured abstracts, titles, introductions, and literature reviews. These technologies enhance organization, drafting, and content accuracy, making the process more efficient and quicker. Additionally, generative AI is highly effective in language editing and proofreading (Shopovski, 2024). Researchers can leverage AI's potential while applying their unique knowledge to ensure results that are innovative and ethically sound. Like any tool, AI's effectiveness and appropriateness depend on how it is used. The research community has a responsibility to use AI in a responsible, transparent, and ethical manner in order to protect the integrity of knowledge-seeking in line with its core values (Iqbal and Farid, 2024).

Furthermore, there have been many studies related to the use of AI in higher education, especially in the field of education, such as previous studies conducted by Hazaymeh et al. (2024), which reveal that many participants highlighted the usefulness of AI applications in EFL classes, noting their capacity to save teachers' time and enhance language learning through interactive activities and games, resulting in a more enjoyable and engaging experience. The next study by Alhalangy and AbdAlgane (2023) found that the use of AI tools in translation pedagogy has brought about positive changes in how translation is taught and

learned. Translation teachers' productivity is enhanced through the use of AI tools. Furthermore, Koka (2024) reports that AI has the potential to elevate education to unprecedented levels of excellence. Through AI-assisted technology, an adaptable and comprehensive educational system can be cultivated, offering more flexible and inclusive instruction. The application of AI technology helps lecturers manage their professional activities, and they can spend less time taking care of their tasks and spend more time gaining invaluable insights from AI tools to deliver teaching based on research information.

Meanwhile, the study on the use of AI in the fields of research and community service to enhance research itself is still lacking. A related study that has been conducted by Cindrakasih et al. in 2024, which explored the strategy for integrating AI into the lecturer performance evaluation system, spans various areas such as teaching, research, community service, administration, and collaboration. Furthermore, the study conducted by Saputra et al. (2023), which analyzes the integration of AI in education regarding opportunities, challenges, threats, and obstacles, gives an idea of the role of AI in the aspect of education. This study addresses a gap in understanding the specific ways EFL lecturers utilize AI technologies in their professional activities, particularly in private university. While prior studies have explored AI applications in education broadly, few have focused on the *Tri Dharma* principles, integrating teaching, research, and community service. The novelty of this study lies in its focus on identifying specific AI tools and their contribution on EFL lecturers' practices. It also contributes to the discourse on balancing the benefits and challenges of AI adoption, offering practical recommendations for optimizing its use in academic settings. Based on the elaboration above, the writer was interested in conducting a study entitled **"Exploring EFL Lecturers' Use of AI Technologies in Their Professional Activities."** This study was conducted in the Faculty of Teacher Training and Education at Muhammadiyah University of Palembang.

1.2 Problem of the study

Based on the background above, the problems are formulated as follows:

1. What are the AI technologies that EFL lecturers use in their professional activities?
2. How does AI contribute to their professional activities?

1.3 The Objectives of Study

Based on the problem above, the objectives of the study are as follows:

1. To identify the AI technologies that EFL lecturers use in their professional activities.
2. To explore how EFL lecturers use AI technologies to improve their professional activities

1.4 Significance of the Study

This study is expected to be significant for the writer, lecturers, institution, and other writers.

1. writer

   This study can give valuable information and knowledge about AI technologies that EFL lecturers use in their professional activities.

2. Lecturer

   By understanding how EFL lecturers use AI technologies, educators, especially the lecturer, can adopt effective strategies to integrate these tools into their professional activity.

3. Institution

   Insights from this study can guide institutions in updating their technological infrastructure and providing necessary support for lecturers to integrate AI technologies into their professional activities, thereby enhancing the overall quality of education.

4. Other writer

Hopefully, this study can be references to the other writer who will do the study with the same case. Findings from this study can serve as a foundation for further research in the field of AI integration in language education. Future writers can build upon these insights to explore specific aspects of AI technologies in greater depth, contributing to the advancement of knowledge in the field.

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