

**THE IMPACT OF AI USE ON STUDENTS' ENGLISH LEARNING
MOTIVATION IN THE PHILIPPINES**

A THESIS

by

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDERALAYA

2024

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Certify that the thesis entitled "The Impact of AI Use On Students' English Learning Motivation in The Philippines" is my own work and I did not engage in any plagiarism or inappropriate quotation contrary to the ethics and regulations set forth by the Ministry of Education of the Republic of Indonesia, Number 19, 2010, regarding plagiarism in higher education. Therefore, I acknowledge that I deserve to face legal consequences if I am found to have plagiarized this work.

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The undersigned



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DEDICATION

In the name of Allah and His Might of giving love and grace to all His creature, I dedicate this thesis to my parents Erwan, S.Ag., M.Si., and Mulyatini, M.Pd., whom had given me never-ending love, support, and prayers throughout my entire life; also to my friends, from wherever they are, whom had accompanied, helped, and support in many ways through the process of making this thesis. Without their existence, this thesis would have never been made. Lastly, I dedicate this thesis for the people who can benefit from it in the future, it is my gratitude to be able to prepare and make this thesis come true.

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The author



Alkarintsi Dzulwantiana

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THE IMPACT OF AI USE ON STUDENTS' ENGLISH LEARNING MOTIVATION IN THE PHILIPPINES

ABSTRACT

This research investigated how students perceive their motivation in learning English with the help of AI usage in the Philippines. This research aimed to provide a comprehensive understanding of the interplay between AI use and student motivation among Filipino learners in fostering English language proficiency, to hopefully offer actionable recommendations for educators and policymakers to effectively harness AI in the future, and to contribute on researches that focuses on comparisons between the education of Indonesia and other countries. This research conducted a data collection with questionnaire as the instrument. The questionnaire was shared to 36 students of Araullo High School, Metro Maynila, Philippines. The data was measured using Likert Scale. The result of this research showed that students' motivation to learn English increased when using the help of AI. Overall, the majority of the Philippines students in this research agreed that the impact of AI use on their English learning motivation is positive.

Key words; Artificial Intelligence, Motivation, English Learning, AI-Based Tools, Impact, Perspective.

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CHAPTER 1

Introduction

1.1 Background

Everywhere across the globe, human constantly learn English as the language of the world, including in the country of Philippines. An article by Ploscaru (2024) showed that approximately 55% of Filipino (Philippine native) adults speak English as a second language. The Philippines consistently ranks within the top three countries in this area in terms of proficiency. In 2023, Filipinos ranked as the second-best English speakers in Asia and were positioned among the top 20 English-speaking countries globally.

One of the biggest factors that has a big impact of English learning, is motivation. Alieto and Torres, (2019) approximately had conducted a research on Filipino Senior High School Students' English learning motivation and self-efficacy. Their data showed that their samples, which were 160 students in School Year 2017-2018 in a national high school in Nueva Ecija, understood how English subject is important in classes. The findings regarding motivation in second language acquisition present a significant benefit for English educators.

In addition to that information, as the time keeps changing and human keep trying to invent things to make life better, also evolves a technology widely known as AI or Artificial Intelligence. An article by Forghani (2020) stated that Artificial Intelligence (AI) contributes to complicated scientific and technical workflows by replicating, supplementing, or augmenting human intelligence in an efficient and exact way.

Another explanation has been brought by Wooldridge (2021) about AI. He stated that the ultimate objective of artificial intelligence is to create machines that possess the complete spectrum of intelligent actions akin to human capabilities, specifically machines that are self-aware, conscious, and autonomous in a manner similar to humans. These two statements can be an elaboration that AI is a powerful tool that helps people

work better, especially in complex areas like science and engineering, by enhancing human intelligence and improving efficiency. Its ability to be used in various fields shows its potential to make significant changes. Additionally, the goal of creating machines that can think and act like humans, including being self-aware and independent, highlights the ambitious nature of AI research.

Having multifunctional features off artificial intelligence (AI), it becomes increasingly clear that its implications extend beyond technological advancements and into the realm of education. Robert, et al. (2024) stated that AI technologies enhance collaboration among students, can facilitate personalized learning, and deliver immediate feedback. This highlights how AI can enhance the learning experience by tailoring educational approaches to individual needs. However, it also stresses the importance of addressing challenges: "Privacy and ethical concerns arise when dealing with student data," emphasizing the need for safeguarding personal information. They also ultimately underscores that a balanced approach is crucial, stating, "Maintaining a balance between AI and human instruction is essential to foster meaningful learning experiences." By navigating these complexities, AI can be transformed into having great potential in educational outcome that educators can harness.

Even so, not every study proved that AI has an impact on education. Inderawati et al.(2024) for example, conduct a study of exploring ways for students to enhance their essay-writing skills and examined their responses to using GPT for essay writing. Their finding showed that GPT did not significantly improve students' essay-writing abilities. Both experimental and control group on the study achieved comparable scores on their essay-writing assessments. While GPT made it easier for students to generate ideas by reducing the need for extensive thinking, those in the control group, who followed traditional writing methods, were better able to structure their essays according to their own intentions.

With that said, a new question is born, if AI can enhances the performance of learning and other kinds of educational activities, does it include learning motivation? We can see an example in the research of Agestiningrum and Siswanto (2024) that they conducted in STAI Syubbanul Wathon Magelang, the result shows that the use of artificial intelligence (AI)-based learning systems has a significant positive impact on student learning outcomes and motivation. It has proven that students who engaged in AI

learning demonstrated improved academic achievement compared to those using conventional methods. The treatment group, which is the group that uses an AI learning system, exhibited higher levels of motivation, indicating that AI systems effectively create a more engaging and personalized learning experience.

Thus pulling a red string of events, with people integrating their minds to be upgraded by the presence of AI. Dewi. et. al (2024) had proven that AI and motivation does go in sync within the context of a high school classroom, accommodated with teachers who actively guided the usage policy of the AI. Tai and Chen (2020) also added how AI had been in the useful category by the junior high school students. Same goes with Wei (2023) and, Song C. and Song Y (2023). While numerous studies have been conducted, none is specifically pointed towards AI's impact on students' English learning motivation in the Philippines. Therefore, this research aims to provide a comprehensive understanding of the interplay between AI use and student motivation among Filipino learners in fostering English language proficiency, to hopefully offer actionable recommendations for educators and policymakers to effectively harness AI in the future.

1.2 Research Problem

How does the integration of artificial intelligence (AI) in English language learning impact the motivation levels of Filipino high school students?

1.3 Research Objectives

This research aims to provide a comprehensive understanding of the interplay between AI use and student motivation among Filipino learners in fostering English language proficiency, to hopefully offer actionable recommendations for educators and policymakers to effectively harness AI in the future.

1.4 Significance of Study

For Researchers, this study aims to contribute to the literature on educational technology in language acquisition, providing a foundation for further studies on the effectiveness of AI in motivating learners and its long-term impact on language proficiency in the

Philippines, and to be an example for education comparison researches between Indonesia and other countries.

For educators, this study aims to offer insights into how AI can enhance English learning motivation among high school students, allowing educators to integrate these tools into their teaching strategies for more engaging and effective learning experiences.

For students, the study aims to show the potential of AI tools to boost motivation and empower them to take a more active role in their English education, leading to increased confidence and self-efficacy.

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