ARTIFICIAL INTELLIGENCE AS AN ADAPTIVE LEARNING FOR STUDENTS' COMMUNICATION SKILLS

THESIS

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FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

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DECLARATION OF AUTHENTICITY

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim for others.

This thesis is to fulfill the requirements for the degree of Sarjana (S1) in the English Study Program, State Islamic Institute (IAIN) of Kediri.

Kediri, 05 June 2024
The researcher,

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APPROVAL PAGE

This is to certify the Sarjana's Thesis of M. Bahrul Fawa'id has been approved by the thesis advisor for the further approval by the board examiners
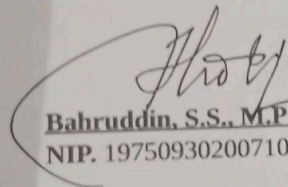
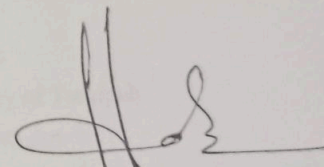## ARTIFICIAL INTELLIGENCE AS AN ADAPTIVE LEARNING FOR STUDENTS' COMMUNICATION SKILLS

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RATIFICATION SHEET

"ARTIFICIAL INTELLIGENCE AS AN ADAPTIVE LEARNING FOR

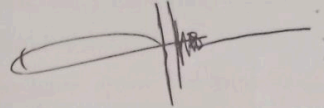STUDENTS' COMMUNICATION SKILLS"

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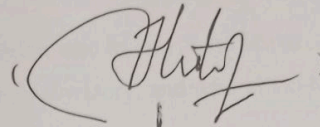
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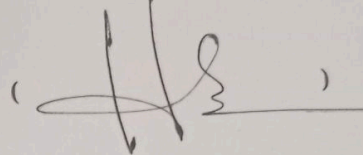   **NIP.** 198012262009121004

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MOTTO

"Every now and then look at your parents, look at their faces, everything has changed with time, but not their love."

"Life is like a thesis, there are many chapters and revisions that must be passed. But it will always end beautifully, for those who never give up." -Sea

DEDICATION

This thesis is dedicated to:

❖ Almighty god, Allah SWT for the blessings that have been given to me to finish this thesis.

❖ My beloved parents, who always motivate and pray for me in all of my condition.

❖ My sincere advisors, Bahruddin, S.S., M.Pd, Dr. Fathor Rasyid, M.Pd who always give me advice and support until I can finish my thesis. Thank you.

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❖ All of my best friends, which I cannot mention one by one, who always give me happiness every time, who always listen to my story, and who always give me some advice. Thank you.

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All praise belongs to Allah SWT, the most merciful and the most gracious who has guided me to finish my thesis entitled "IMPROVING STUDENTS' VOCABULARY MASTERY BY USING CROSSWORD PUZZLE AT SMPN 1 MOJO KEDIRI". Then, sholawat and salam are delivered to the Prophet Muhammad SAW, who has guided his followers to the right path namely Islam.

In this occasion, I would like to express her profound gratitude to:

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6. My parents and my family.
7. Thanks to myself.

Eventually, I realize that this thesis needs constructive criticism and suggestions to be remarkable research. Then, hopefully, it can be useful to future researchers.

The researcher

M. Bahrul Fawa'id

ABSTRACT

Fawa'id, Muhammad Bahrul. (2024). *Artificial Intelligence as an Adaptive Learning for Students Communication Skills. Thesis, Department of English Education, Faculty of Education, State Islamic Institute (IAIN) of Kediri. Advisors : (I) Bahruddin, S.S., M.Pd. (II) Dr. Fathor Rasyid, M.Pd*

Keywords: artificial intelligence, adaptive learning, communication skills, grammarly, writing skills.

Personal, academic and professional success depends on effective communication skills, which are essential for expressing ideas, thoughts and emotions in an increasingly connected and digitized world. Traditional methods of teaching communication skills often fail to meet the diverse needs and learning styles of students, as they are restrictive and lack the adaptability needed to meet individual strengths and weaknesses. Along with technological developments, Artificial Intelligence (AI) has emerged as a transformational force in education, particularly in the field of English Language Teaching (ELT). AI technologies such as natural language processing, machine learning, and adaptive algorithms have the potential to revolutionize the teaching and learning of communication skills by offering adaptive and customized learning experiences, real-time feedback, and scalability. This research addresses gaps in the current literature regarding the practical application and assessment of AI-based approaches, specifically focusing on the role of Grammarly in adaptive learning for students' writing communication skills.

This study employed the Descriptive Qualitative Research Methodology to explore the role of AI in enhancing students' communication skills, specifically through the use of Grammarly. The participants were eight-semester students majoring in English at IAIN Kediri. Data collection involved four primary tools: human instruments, questionnaires, interviews, and documentation. To ensure data validity, investigator triangulation was utilized, incorporating multiple triangulation methods. This approach allowed for a comprehensive analysis of AI's impact on adaptive learning and the development of students' writing skills.

The findings from this study reveal some significant impacts of AI on student learning outcomes. AI facilitates personalized learning by analyzing individual strengths and weaknesses, offering real-time feedback and assessment, and recommending specific learning modules and activities. In particular, using Grammarly as an AI tool significantly helps develop English writing skills. A survey of 30 final-year students showed that 90% agreed that Grammarly helped correct word errors, improving understanding of grammar, spelling and punctuation. Interviews with five students also supported these findings. In addition, communication with students via WhatsApp showed that those who used Grammarly demonstrated higher confidence and produced more structured text responses compared to those who did not use Grammarly. These results highlight the potential of AI to enhance adaptive learning and improve students' writing skills.

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