

**A SYSTEMATIC LITERATURE REVIEW
ON ARTIFICIAL INTELLIGENCE (AI) AS A TOOL
IN TEACHING AND LEARNING ENGLISH
AS A FOREIGN LANGUAGE**

THESIS

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State Islamic Institute of Kediri

In Partial Fulfillment of the Requirements

For the Degree of Magister in English Language Education



BY

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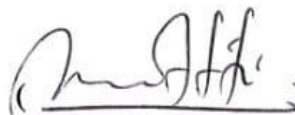
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MOTTO

Ad Astra per Verba

“To the stars through language”

DECLARATION OF AUTHENTICITY

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Declare that:

1. In the result of my research there are no elements plagiarism of research works or scientific works that have been carried out or made by anyone other than those that are quoted in this text and mentioned in citation sources and reference lists.
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ABSTRACT

Maulidia, Tsania Fitra. 2023. A Systematic Literature Review On Artificial Intelligence (AI) As A Tool In Teaching And Learning English As A Foreign Language. Advisors: (1) Nur Afifi, M.App.Ling, Ph.D (2) Dr. Toyyibah, M.Pd.

Keywords: Systematic Literature Review, Artificial Intelligence, EFL.

This systematic literature review explores the use of artificial intelligence (AI) tools in teaching and learning English as a foreign language (EFL) across different educational levels. A total of 59 studies were reviewed, providing insights into the types of AI technologies used in EFL contexts, implementation methods, associated benefits, and challenges, as well as student and teacher perceptions.

The key AI tools utilized encompass writing assistants, tutoring applications, simulations and virtual reality platforms that offer personalized and engaging English practice. Teachers implement these tools as complements to instruction by structuring age-appropriate, curriculum-aligned activities. Benefits include enhanced language proficiency, vocabulary gains, motivation and participation, while risks involve over-reliance, ethical issues and focus on basic versus higher-order skills. Students and teachers largely recognize the promise of responsibly integrating AI to elevate traditional teaching. Key requirements for effective adoption are balanced incorporation, comprehensive training and ongoing research on emerging innovations.

In summary, AI demonstrates significant potential to optimize EFL education across all levels when thoughtfully incorporated based on evidence-based guidelines focused on complementary human-AI approaches. Further studies can build an understanding of long-term impacts and pedagogical models for transformative, equitable, and ethical integration.

DEDICATION

“This thesis is dedicated to my beloved family, whose unwavering support and encouragement have been my guiding light throughout this journey. To my parents, for their endless love and sacrifices, and to my siblings, for their constant motivation and understanding.

I also extend my heartfelt gratitude to my esteemed advisors and mentors, whose wisdom and guidance have been invaluable. Lastly, to my friends and colleagues, for their companionship and encouragement along the way.

Thank you all for believing in me and for being an integral part of this achievement”

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The writer hopes this thesis proves useful to all its readers and acknowledges that it may have imperfections due to my limited capability and knowledge. Therefore, the writer eagerly welcomes constructive criticism and suggestions for its improvement. Comments, suggestions, and questions are always appreciated.

TABLE OF CONTENT

APPROVAL.....	ii
RATIFICATION.....	iii
MOTTO	iv
DECLARATION OF AUTHENTICITY.....	v
ABSTRACT.....	vi
DEDICATION	vi
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Research Questions.....	3
C. Research Objectives	4
D. Research Significance.....	4
E. Definition of the key terms	5
CHAPTER II LITERATURE REVIEW.....	6
A. Tools in Teaching	6
1. Definition of Tools	6
2. The Difference between a tool and a media	7
3. Types of Tools.....	8
4. The Use of Tools in Teaching	9
5. Benefits and Drawbacks of Tools in Teaching	9
6. Kinds of Tools in Teaching.....	10
7. Effective Integration of Tools in the Classroom	15
B. Tools in teaching English	16
1. Pedagogical Approaches Using Tools in Teaching English	16
2. Benefits of tools in Teaching English	19
3. Challenges and Considerations	19
C. AI as a teaching tool	21

1. Benefits of AI as a Teaching Tool	21
2. Use of AI as a teaching tool	21
3. Challenges of AI as a Teaching Tool	21
4. Supporting Theories Using Artificial Intelligence (AI) as a Teaching Tool	22
D. Previous Studies	23
CHAPTER III METHODS	25
A. Research Design	25
B. Research Instrument	32
C. Data Collection Method.....	32
D. Data Analysis.....	33
CHAPTER IV RESEARCH FINDING	35
A. Conducting literature search.....	35
B. Data extraction.....	41
C. Overview of studies	50
CHAPTER V DISCUSSION	60
A. The kinds of AI forms are used in EFL classes across different levels of Education.....	60
B. Teachers use AI in EFL classes across different levels of education	63
C. The benefits and challenges of incorporating Artificial intelligence (AI) in EFL classes at different levels of Education	73
D. The teachers' and students' perceptions of the implementation of Artificial intelligence (AI) in EFL Education	82
CHAPTER VI CONCLUSIONS AND SUGGESTIONS	89
A. Conclusions	89
B. Suggestions.....	90
REFERENCES.....	92
APPENDIX	105

LIST OF TABLES

Table 1 The criteria for source selection.....	29
Table 2 Number of found and included articles based on the pilot search in various digital libraries.....	36
Table 3 Results of actual search.....	37
Table 4 Extraction Summary Table	50
Table 5 The Meta Data of kinds AI forms are used in EFL classes across different levels of Education	62
Table 6 The Meta Data of Teachers use AI in EFL classes	72
Table 7 The Meta Data of benefits and challenges incorporating Artificial intelligence (AI) in EFL classes	81
Table 8 The Meta Data of teachers' and students' perceptions in the implementation of AI	87

LIST OF FIGURES

Figure 1 The Process of Systematic Literature Review	26
Figure 2 PRISMA flow chart	38