

AI-Assisted Learning Media Used in EFL Students' English Language Skills
(A Qualitative Study of English Education Department Students' at State Islamic
University Kediri, Academic Year 2025/2026)

THESIS



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2026

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THESIS

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(A Qualitative Study of English Education Department Students' at State Islamic University Kediri, Academic Year 2025/2026)

I hereby declare that this thesis is the original outcome of my own work and has been completed independently. I have not copied or used the ideas, data, or writings of others without proper acknowledgment. All sources and references have been clearly cited in accordance with academic standards. This thesis has also not been submitted previously for any academic assessment.

I am fully responsible for the content of this thesis and agree that it may be examined using plagiarism detection tools to ensure its originality. This work is submitted as a requirement for obtaining the Sarjana (S1) degree in the English Department Study Program at the State Islamic University (UIN) Syekh Wasil of Kediri.

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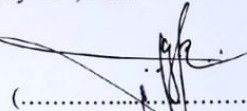
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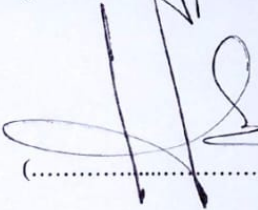
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MOTTO

The only way to do great work is to love what you do.

Steve Jobs

DEDICATION PAGE

1. I am grateful, first and foremost, to the Allah SWT, the Most Merciful and Most Kind, for the countless blessings, the mercy and guidance to finish this thesis. I express my greetings and personal prayers to the Prophet Muhammad SAW, may the peace and blessings of Allah be upon him, for having taken people out of the deep darkness and educating them to the brightness of Islam.
2. I dedicate this thesis to the people I respect and love most in my life, my parents, Nursalim and Luluk Mutorikhoh, who have been providing their prayers, love, and unconditional support. Thank you for your sacrifice, hard work and belief in me which has paved the way for me to get to this stage. I hope this work brings pride to both of you.
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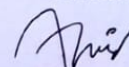
9. I would like to express appreciation to my hard work, along with the dedication and motivation to complete this thesis.

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I would like to say that all thanks belong to Allah who has given me the ability and the blessing to complete this thesis. May peace and blessings be upon the Final Messenger, Muhammad SAW. Also, let me express my deep appreciation and thanks to all the people who have made significant contributions to my completing this thesis with the title “**AI-Assisted Learning Media Used in EFL Students’ English Language Skills**” and my most genuine thanks to:

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Kediri, May 16th, 2026
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ABSTRACT

Nur Fadillah, Annisa. (2026). *AI-Assisted Learning Media Used in EFL Students' English Language Skills*. Department of English Language Education, Faculty of Tarbiyah, State Islamic University (UIN) Syekh Wasil Kediri. Advisors: (I) Prof. Dr. Fathor Rasyid, M.Pd., (II) Mohammad Muhyidin, M.Pd.

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AI technology applications in English as a Foreign Language (EFL) learning provide new opportunities to improve language skills in a personalized and adaptable way. Media such as ChatGPT, Grammarly, ELSA Speak, and Duolingo provide AI-assisted learning and have become popular in helping users develop their writing, reading, speaking, and listening skills. Consequently, this study intends to investigate the ways in which EFL learners utilize AI-assisted learning media for the advancement of their proficiency in the English language, such as the types of media used, contributions, challenges, responsible use strategies.

This study utilized a qualitative descriptive approach carried out at UIN Kediri. The subjects of the study are ten students of the eighth semester of the English Education Department who were selected using purposive sampling. The data were collected through semi-structured interviews and analyzed using the interactive model by Miles et al. (2014) encompasses data condensation, data display, and drawing conclusions.

The results show that students used various AI-assisted learning media, with ChatGPT as the most widely used AI-assisted learning media given its multifunctional features. Through grammar correction, idea development and organization, AI supports writing skills. The reading skills are also nurtured by the means of simplifying texts, finding main ideas and honing vocabulary. AI also helps in speaking with pronunciation practice, feedback and confidence building, while strengthens listening skills using repeated exposure and audio-text support. But students were also challenged with technical issues, and accuracy and dependency on AI. Faced with these challenges, students use strategies like combining AI with independent learning, verifying what the AI generates and using responsible practices in their use of AI as a supportive learning media.

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