

CHAPTER I

INTRODUCTION

In this section there is the background of the study, problem identification, research focus, research questions, research objectives, significance of the study and classification of terms.

A Background of the study

In recent years, the integration of Artificial Intelligence (AI) in education has emerged as one of the most transformative innovations in language learning (Chisega-Negrilă, 2023). The rapid advancement of AI technologies has reshaped traditional approaches to teaching and learning, allowing educators and learners to access intelligent systems that provide personalized facilitation, prompt feedback systems, and dynamic adaptation paths (Strielkowski et al., 2025a). According to Hockly (2023), AI has become increasingly embedded in language education through applications that can analyze linguistic data, simulate interaction, and facilitate autonomous learning. Nowadays, AI-assisted learning media such as ChatGPT, Grammarly, ELSA Speak, and Duolingo have gained widespread popularity among both educators and students for their ability to enhance engagement and promote independent learning (Kristiawan et al., 2024).

In the context of English as a Foreign Language (EFL) learning, the integration of AI has been particularly beneficial in supporting the development of the four fundamental language skills: speaking, writing, reading, and listening. AI-powered platforms provide learners with interactive and adaptive learning environments that allow them to practice language skills in more personalized and flexible ways (Selvi et al., 2025). Unlike traditional classroom instruction that often applies uniform teaching methods, AI technologies can analyze learners' performance and tailor learning materials based on individual proficiency levels and learning pace (Dwivedi et al., 2021). Through features such as speech recognition, automated writing feedback, intelligent reading assistance, and interactive listening exercises, AI enables learners to receive immediate evaluation and targeted support. Moreover, AI-assisted learning media facilitate independent practice outside classroom settings, allowing

students to strengthen their language skills continuously (Mohebbi, 2025). Therefore, AI integration in EFL education plays a crucial role in improving learners' overall communicative competence across multiple language domains.

One of the most prominent applications of AI in EFL learning can be observed in the development of speaking skills (Zou et al., 2023). AI-based speaking applications provide learners with opportunities to practice pronunciation, fluency, and conversational interaction through speech recognition and instant corrective feedback (Akhter, 2025). For example, Al-husban (2025) found that AI-powered speaking applications such as ELSA Speak significantly improved students' pronunciation accuracy, vocabulary usage, fluency, and intonation. These applications allow learners to practice speaking repeatedly in a low-anxiety environment, which helps reduce fear of making mistakes during communication. In addition, Nguyen (2024) reported that AI-enhanced pronunciation media increased students' motivation and confidence in speaking English. The interactive nature of AI applications also enables learners to simulate real-life communication scenarios, making language practice more meaningful and contextualized. By providing immediate and objective feedback, AI helps learners identify their weaknesses and improve their speaking performance systematically. Therefore, AI technology plays a crucial role in supporting speaking development and enhancing communicative competence among EFL learners.

Besides speaking, AI AI-assisted learning media have demonstrated considerable effectiveness in improving students' writing skills. AI-based writing assistants provide automatic grammar correction, vocabulary suggestions, and organizational guidance, which help learners produce more coherent and accurate written texts (Yang, 2025). Song and Song (2023) reported that students who utilized ChatGPT in academic writing tasks showed significant improvement in text organization, coherence, vocabulary selection, and grammatical accuracy. Similarly, Grammarly has been widely recognized as an AI writing assisted learning media that assists learners in identifying language errors and improving sentence structure while promoting self-regulated learning and writing autonomy (Dizon & Gayed, 2021). Moreover,

AI writing assisted learning media offer continuous feedback that allows learners to revise their work independently, which fosters critical thinking and reflective learning. According to Foroughi et al. (2024), AI-assisted learning media also contribute to students' emotional engagement by increasing their confidence and motivation during the writing process. Consequently, AI integration in writing instruction not only enhances linguistic accuracy but also supports learners' creativity and independence in written communication.

AI-assisted learning media has also contributed significantly to the development of reading comprehension in EFL learning. AI-powered reading platforms provide interactive texts, vocabulary support, and comprehension exercises that are adjusted to learners' proficiency levels (Silor & Silor, 2025). According to Chea & Xiao (2024), the integration of AI-based platforms in academic reading classes improved students' reading comprehension, vocabulary acquisition, and critical reading abilities. These platforms often include features such as automatic translation, contextual vocabulary explanations, and text summarization, which help learners understand complex reading materials more effectively. Furthermore, AI systems can analyze students' reading performance and recommend suitable reading materials based on their learning progress (Hsu et al., 2013). This personalized approach enables learners to develop reading skills at their own pace while maintaining engagement with the learning process. However, researchers also highlight the importance of guiding students to use AI responsibly to avoid overdependence on automated assistance. Overall, AI-assisted learning media enhances reading instruction by providing accessible and adaptive learning resources that support comprehension and critical analysis.

In addition to reading, AI-assisted learning media has been widely applied to improve listening comprehension in EFL education. AI-assisted listening learning media provide learners with authentic audio materials, interactive listening exercises, and speech recognition features that help improve auditory processing skills (Xiao, 2025a). These tools often allow learners to control playback speed, access subtitles, and receive instant feedback on comprehension tasks, making listening practice more flexible and effective.

Research conducted by Kristiawan et al. (2024a) indicated that AI integration enhances learner engagement and performance, particularly in listening activities that require active participation and repeated exposure to language input. AI-assisted learning media also support learners in recognizing different accents, speech patterns, and contextual meanings, which are essential components of listening proficiency. Additionally, AI-assisted listening platforms encourage independent learning by enabling students to practice listening skills outside classroom settings (Sahito et al., 2025). Despite these advantages, educators emphasize the need for balanced AI-assisted integration to ensure that learners develop critical listening skills without becoming overly reliant on technological assistance. Therefore, AI plays a vital role in facilitating listening development and improving overall language comprehension among EFL learners.

In the Indonesian EFL context, the use of AI-assisted learning media is becoming increasingly visible, particularly among university students who seek flexible and self-directed learning opportunities. A review by Syuhra et al. (2025) found that AI-assisted learning media such as ChatGPT, Grammarly, ELSA Speak, and Duolingo were widely employed to improve linguistic accuracy, fluency, engagement, and overall proficiency across all four major skills. However, several contextual challenges persist, including unstable internet connectivity, limited institutional support, and a lack of pedagogical frameworks to guide responsible AI use (Raharjo and Rohmadi, 2025). Similarly, Putri et al. (2025), in their study “Using ChatGPT to Support EFL Writing: Student Insights and Experiences at Universitas Muhammadiyah Tangerang”, revealed that students perceived ChatGPT as a supportive and motivating tool for improving writing performance. They reported using ChatGPT for grammar refinement, content restructuring, and concept brainstorming, thereby streamlining and simplifying the writing process. However, students also expressed critical awareness of potential issues such as inaccuracy, plagiarism, and overreliance on AI-generated content. The results of this study emphasize the importance of encouraging EFL students to adopt

AI technology with a thoughtful and responsible approach, in order to foster independent thinking skills and innovation in language acquisition.

Despite these emerging insights, most existing studies have focused on specific language skills, primarily writing or speaking, or have concentrated on learners' perceptions rather than their actual learning practices. Few studies have qualitatively explored how EFL learners engage with AI-assisted learning media to enhance all four English language skills simultaneously (Harunasari, 2023). Moreover, there is still limited research examining how students in Islamic higher education institutions, particularly those in English education programs, adopt and adapt AI-assisted learning media within their unique cultural and institutional contexts. Understanding these experiences is important because learners' religious, educational, and social environments may influence their attitudes toward technology use as well as their ethical engagement in digital learning spaces (Amriani et al., 2023). Therefore, further investigation is needed to understand how EFL students utilize multiple AI-assisted learning tools across four language skills within Islamic higher education settings.

At State Islamic University Syekh Wasil Kediri, many English education department students have begun incorporating AI-assisted learning media both inside and outside the classroom to support their English learning (Moybeka et al., 2023). Students often use ChatGPT for generating ideas, Grammarly for editing and feedback, ELSA Speak for pronunciation practice, and Duolingo for vocabulary and listening development. Nevertheless, their experiences, challenges, and learning strategies in using these AI-assisted media have not yet been systematically documented. There is a need to understand how these students integrate AI-assisted learning media into their language learning processes, the extent to which these tools enhance their proficiency, and how they navigate issues of dependence, accuracy, and ethical responsibility.

Therefore, this study aims to explore how AI-assisted learning media are used by English education department students at UIN Syekh Wasil Kediri to enhance their English language skills, namely writing, reading, listening, and speaking. Specifically, it seeks to identify the most commonly used AI-assisted

learning media, examine how they support language development, uncover the challenges students encounter, and analyze the strategies they employ to integrate AI responsibly and effectively into their learning practices. The findings are expected to contribute valuable insights into the pedagogical potential of AI in EFL contexts and support the formulation of ethical and practical guidelines for integrating AI technologies into English language education. However, despite the growing body of research on AI in EFL learning, there remains a lack of in-depth qualitative investigations that explore students' actual experiences and strategies in using multiple AI-assisted learning media across all language skills. Furthermore, studies focusing on Islamic university settings, where cultural and ethical considerations may influence technology adoption, are still scarce. Hence, this study seeks to fill these gaps by providing a comprehensive understanding of how English education department students at UIN Syekh Wasil Kediri engage with AI-assisted learning media in developing their English proficiency.

B Problem Identification

Based on the background presented above, several issues can be identified regarding the use of Artificial Intelligence (AI)-assisted learning media in English language education, particularly among English education department students at State Islamic University Syekh Wasil Kediri.

1. Most previous studies on AI in EFL learning have focused on individual language skills, mainly writing or speaking. Understanding of how students use AI technology to improve all four English language skills, writing, reading, listening, and speaking, remains limited.
2. Previous research has largely examined students' perceptions toward AI rather than exploring their actual experiences, learning practices, and strategies in using AI-assisted learning media.
3. In the Indonesian Islamic higher education context, limited research has investigated how students use AI-assisted learning media in accordance with academic, cultural, and ethical values, as well as the challenges they encounter.

4. There is a need to examine both the benefits and potential risks of using AI-assisted learning media in English learning, including issues related to accuracy, plagiarism, and reduced critical thinking.

These problems highlight the necessity of conducting a qualitative exploration to understand how English education department students actually use, perceive, and manage AI-assisted learning media in their English language learning process.

C Research Focus

This research focuses on exploring the use of AI-assisted learning media by *English education department* students at State Islamic University Syekh Wasil Kediri in developing their English language skills, including writing, reading, listening, and speaking. It emphasizes students' experiences, challenges, and strategies in utilizing various AI-assisted learning tools during their learning activities. The study aims to gain an in-depth understanding of how these tools contribute to the improvement of students' English proficiency and how learners address issues related to accuracy, dependency, and ethical use. Overall, this research seeks to explore both the pedagogical potential and the practical challenges of integrating AI technologies into English as a Foreign Language (EFL) learning within the context of Islamic higher education.

D Research Questions

Based on background of the study above, the researcher purpose questions:

1. What types of AI-assisted learning media are commonly used by *English education department* students at UIN Syekh Wasil Kediri in their English learning process?
2. How do these AI-assisted learning media support the development of students' English language skills?
3. What challenges do *English Education Department* students face when using AI-assisted learning media in their English learning?

4. What strategies do students employ to use AI-assisted learning media effectively and responsibly in their English language learning?

E Research Objectives

Based on the problem of the study mentioned above, the objectives of this research include:

1. To identify the types of AI-assisted learning media commonly used by *English education department* students at UIN Syekh Wasil Kediri in their English learning process.
2. To explore how AI-assisted learning media support the development of students' English language skills, including writing, reading, listening, and speaking.
3. To investigate the challenges faced by students when using AI-assisted learning media in English learning.
4. To examine the strategies employed by students to use AI-assisted learning media effectively and responsibly in developing their English proficiency.

F Research Contributions

This study is expected to provide both theoretical and practical contributions to the field of English language education, particularly in the integration of AI-assisted learning media in EFL learning contexts.

1. Theoretical Contribution

The findings of this study are expected to enrich the existing body of knowledge on the use of AI-assisted learning media in English language learning. By exploring students' real experiences, challenges, and strategies, the research may offer new insights into how AI contributes to language skill development and promote a deeper understanding of the pedagogical potential of using AI integration in EFL contexts, especially in Islamic higher education settings.

2. Practical Contribution

Practically, this research is expected to provide substantial benefits for various stakeholders in English language education, especially in Islamic-based higher education environments.

a. For Students

This study will help English education department students become more aware of how to use AI-assisted learning media effectively, responsibly, and ethically in their English learning journey. By understanding the strengths and limitations of media such as ChatGPT, Grammarly, ELSA Speak, and other AI-assisted learning media, students can learn how to integrate them strategically to improve writing accuracy, pronunciation, vocabulary, and comprehension. Moreover, the findings can guide students in developing *self-directed learning habits*, encouraging them to take ownership of their learning process rather than relying solely on AI outputs. This awareness will also promote critical thinking, creativity, and digital literacy, which are essential skills for future English educators and lifelong learners.

b. For Teachers

This research offers comprehensive insights for teachers on the application of artificial intelligence-based learning media in the classroom teaching process, which serves as a supplement to traditional methods. The findings may assist educators in identifying effective ways to design learning activities that combine AI-assisted learning media with communicative and task-based learning approaches. Teachers can also use the results to understand common challenges students face, such as dependence, misunderstanding AI feedback, or ethical dilemmas, and develop appropriate guidance to support learners in navigating these issues. In addition, this study can encourage teachers to adopt an open-minded perspective toward technology, helping

them move from conventional practices to more innovative and learner-centered pedagogies.

c. For Institutions

For educational institutions, particularly UIN Syekh Wasil Kediri, this research can serve as an important reference for policy-making and curriculum development. The results can help universities design institutional guidelines, training programs, or workshops that promote the responsible and pedagogically sound use of AI-assisted learning media in learning environments. Through evidence-based insights, institutions can also evaluate their digital infrastructure, address barriers such as internet connectivity or lack of access to AI platforms, and enhance the overall quality of digital learning. Furthermore, the study aligns with the broader goal of preparing graduates who are not only proficient in English but also technologically literate and ethically responsible.

d. For Subsequent Researchers

The present study establishes a baseline for subsequent investigators examining AI-assisted learning media, with specific relevance to Indonesian higher education institutions and Islamic academic environments. The qualitative findings, particularly regarding students' experiences, challenges, and strategies, can serve as valuable data for comparative or longitudinal studies. It may also inspire other scholars to explore different dimensions of AI integration, such as teacher perspectives, curriculum design, or the development of AI-based learning models for EFL instruction.

G Classification of the Terms

1. Artificial Intelligence (AI)

Artificial Intelligence (AI) refers to computer systems or technologies designed to perform tasks that typically require human intelligence, such as learning, reasoning, problem-solving, language

processing, and decision-making (Korteling et al., 2021). In the field of education, AI enables the development of intelligent learning systems that can provide personalized feedback, adaptive learning content, and interactive learning experiences (Kolluru et al., 2018). Artificial Intelligence is increasingly being integrated into language learning platforms to enhance learners' linguistic abilities through automated support mechanisms and instant performance assessment.

2. AI-Assisted Learning Media

AI-assisted learning media refers to digital learning platforms or applications that utilize artificial intelligence to support and enhance the learning process (Maulida et al., 2025). These media provide learners with interactive learning materials, automated feedback, language analysis, and adaptive learning pathways tailored to individual needs. In English language learning, AI-assisted learning media can include applications that support writing, pronunciation practice, grammar correction, vocabulary development, and communication practice (Kristiawan et al., 2024). These media play an important role in promoting autonomous learning and increasing learner engagement.

3. English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to the teaching and learning of English in countries where English is not used as a primary language for daily communication (Savignon, 2003). In EFL contexts, learners generally study English in formal educational settings such as schools or universities. The main objective of EFL instruction is to develop learners' communicative competence and enable them to use English effectively in academic, professional, and global communication contexts (Xu et al., 2025).

4. English Language Skills

English language proficiency comprises the four essential skills for effective communication: listening comprehension, speaking ability, reading comprehension, and written production (AI-

Jiboury, 2024). Listening involves understanding spoken language, while speaking refers to the ability to produce oral communication. Reading involves comprehending written texts, and writing refers to expressing ideas in written form. These four skills are interconnected and play an essential role in developing learners' overall language proficiency.