

**DEVELOPING READING MATERIALS FOR JUNIOR HIGH
SCHOOL: PRE-SERVICE ENGLISH TEACHERS'
EXPERIENCES IN USING AI ASSISTANCE TOOLS**

THESIS

Presented to

State Islamic University of Syekh Wasil Kediri

In Partial Fulfilment of the Requirement

For the Degree of *Sarjana* in English Language Education



BY

TAJ LILAN

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**ENGLISH DEPARTMENT EDUCATION
FACULTY OF TARBIYAH & TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SYEKH WASIL KEDIRI**

2026

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2026

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I hereby declare that this thesis and the work presented in it are my own and have been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person, except where appropriate acknowledgment is made. This thesis has not been submitted for any other degree or qualification at this or any other university or institution of higher education. I am fully responsible for the content of this thesis in case of any objections or claims from others. This thesis is submitted to fulfil the requirements for the degree of Bachelor in the English Study Program at State Islamic University of Syekh Wasil Kediri.

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APPROVAL PAGE

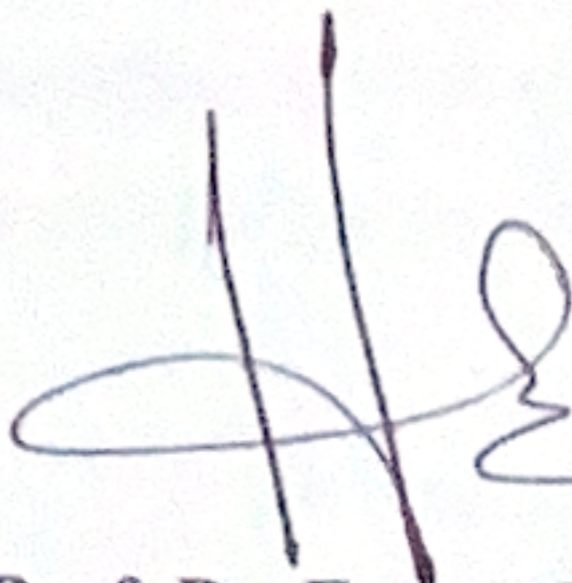
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**DEVELOPING READING MATERIALS FOR JUNIOR HIGH SCHOOL:
PRE-SERVICE ENGLISH TEACHERS' EXPERIENCES IN USING AI
ASSISTANCE TOOLS**

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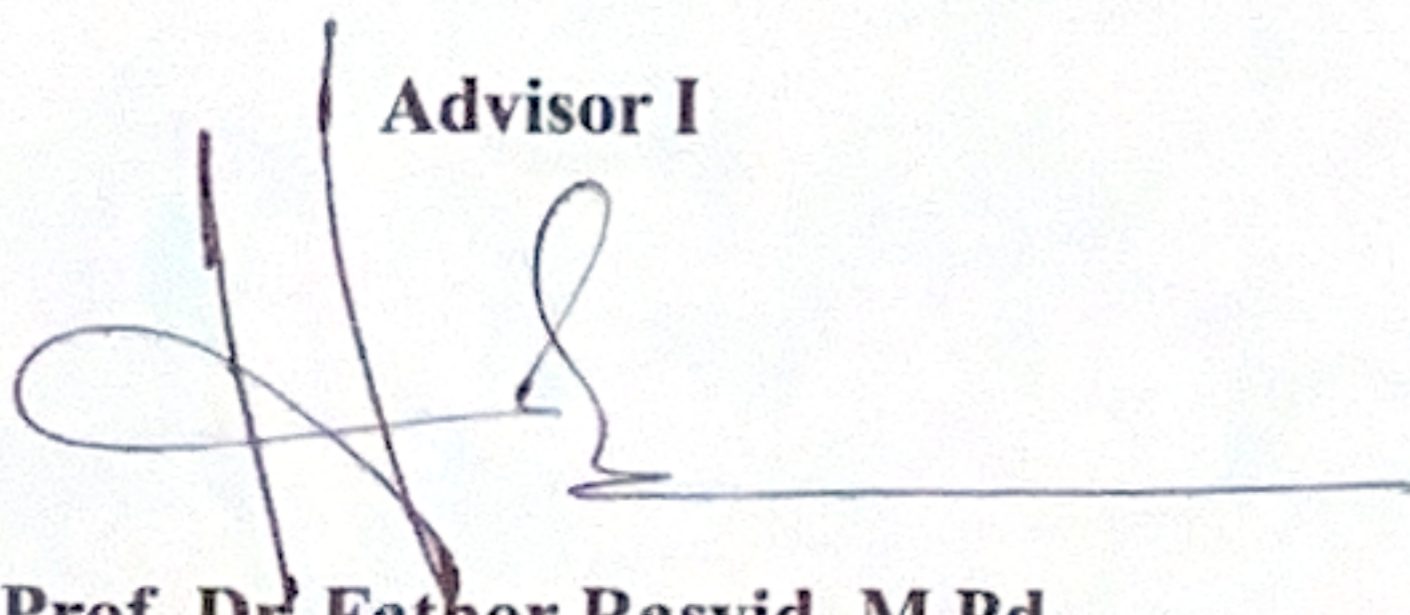
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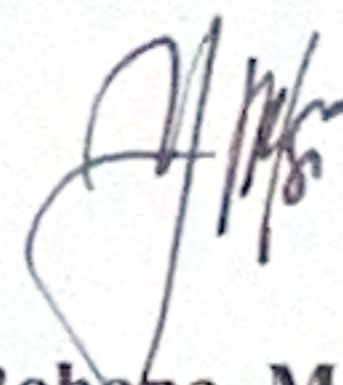
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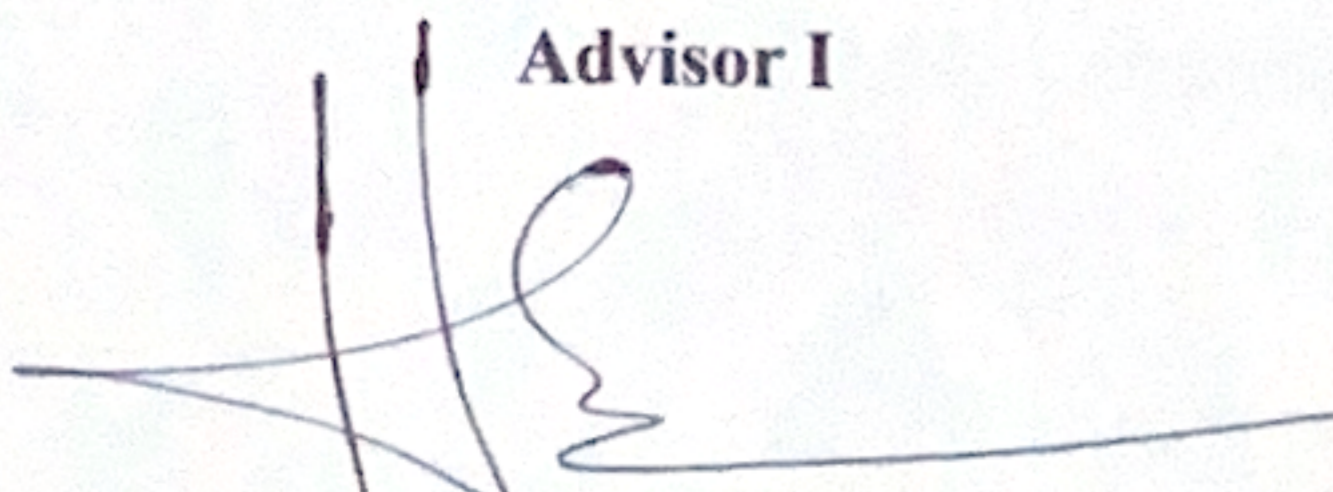
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Demikian harap maklum atas perhatian dan kesediaannya, kami mengucapkan terima kasih.

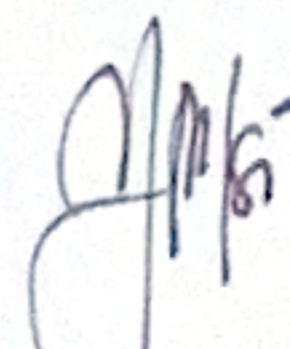
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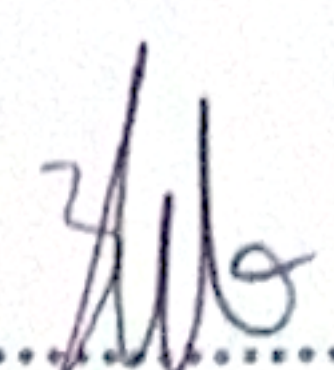
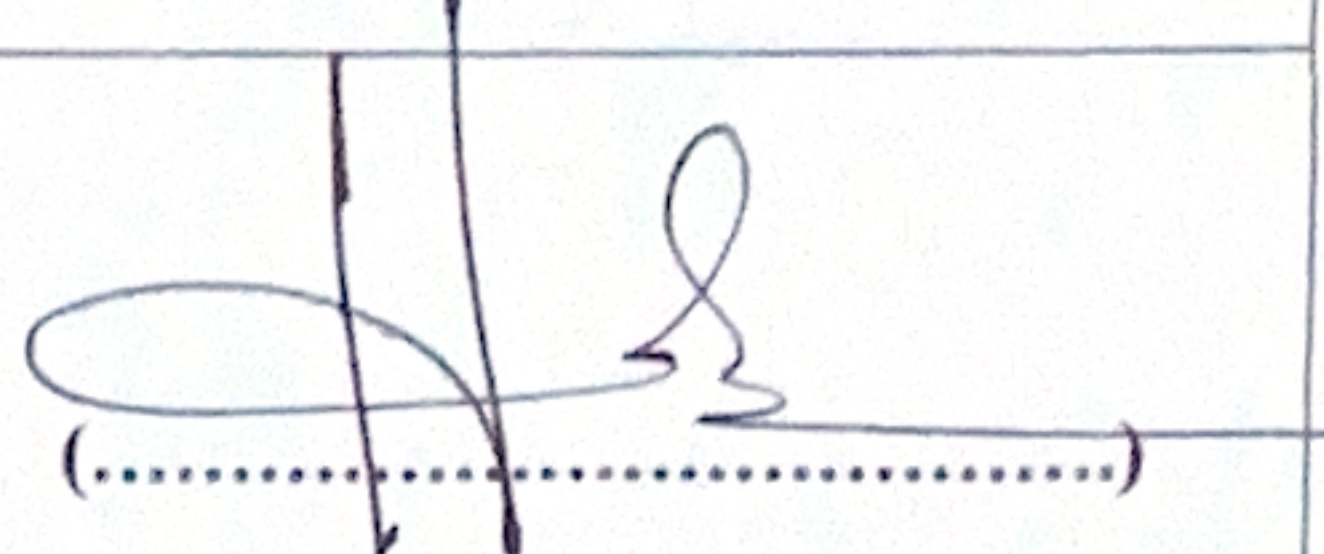

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RATIFICATION SHEET

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MOTO

“Allah does not burden a person beyond their capacity.”

Q.S. Al-Baqarah:286

DEDICATION

Alhamdulillah, all praise and gratitude are due to Allah SWT. for the endless mercy, guidance, and protection throughout the writer's journey. Through every challenge and uncertainty, Allah SWT. has always been the greatest source of strength and hope. Bismillahirrahmanirrahim, this thesis is lovingly dedicated to:

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ABSTRACT

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Keywords: AI assistance tools, pre-service English teachers, reading materials, material development

The rapid development of Artificial Intelligence (AI) has significantly influenced various aspects of education, including English language teaching. AI assistance tools such as ChatGPT, Grammarly, and other AI-based platforms are increasingly used to support teachers in developing learning materials. In the context of English as a Foreign Language (EFL), AI offers opportunities to improve efficiency, creativity, and language accuracy in material development. Therefore, this study aimed to explore the experiences of pre-service English teachers in using AI assistance tools for developing reading materials.

The design of the study was qualitative research employing phenomenological approach. The participants were five pre-service English teachers who had experience in using AI tools to generate reading materials. Data were acquired through semi-structured interviews and document analysis. Thematic analysis was used to analyse the data using the phenomenological approaches suggested by Moustakas (1994).

The findings showed that pre-service English teachers employed AI technologies in five stages, such as planning, creating, developing, evaluating, and revising. Participants used AI tools to generate ideas, simplify texts, paraphrase sentences, improve grammatical accuracy and enhance readability. AI also helped to enhance time efficiency and creativity in developing materials. However, participants also faced several challenges, including inaccurate AI outputs, irrelevant content, originality concerns, difficulty verifying AI content, source reliability issues, and digital literacy challenges.

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