

## ARTIFICIAL INTELLIGENCE TECHNOLOGY AS A TREND IN THE UTILIZATION OF ENGLISH LANGUAGE LEARNING

**Ridayani**

Institut Teknologi dan Bisnis Muhammadiyah Polewali Mandar (ITBM Polman)

[ridayani@itbmpolman.ac.id](mailto:ridayani@itbmpolman.ac.id)

### **Abstrack**

The use of AI in language learning and shows the great potential of AI in the development of innovative and Creative learning methods. The purpose of this study is to determine the role of AI Technology as a trend in the utilization of English language learning. This research method is qualitative with descriptive analysis, namely the data used by skunder data, which is in the form of books and research research related to AI Technology as a Trend in the Utilization of English Language Learning and in this study seeks to focus on AI Technology Analysis as a Trend in the Utilization of English Language Learning. And this type of research is library research or literature review. Data collection techniques classify discourses, journals, articles, books and journals related to the title of the study, the results of this study are.

**Keywords:** AI, Utilization, Learning, English.

### **INTRODUCTION**

Learning transition initiatives that offer new dimensions must account for the importance of technology in the field of education. According to (Abbott, 2003), technological advancements have brought about major shifts in the field of education. Technology, he continued provides different colors in the literacy process. The huge limitless space that technology provides gives a new direction to the literacy process of learners. (Hsiao & Chen, 2011) chose the word broad opportunities in describing the existence of technology in Education. technology provides ample opportunities in providing color in Education in the classroom. On this occasion, (Hsiao & Chen, 2011) used augmented reality technology for fitness learning. Technology is also referred to as a medium that can offer a variety of different educational processes. (Carro, 2008) tried to look at Adaptive hypermedia (AH) used in web-based learning media. In this case, technology becomes an assistant in the learning process that can adjust needs such as peer assessment to collaboration in learning activities. (Tezci, 2011) emphasizes that the integration of technology will have the desired effect but there needs to be an instructional strategy that is focused on the needs of the students. As a result, ICT integration in education cannot be done on an individual basis. Applying varied teaching styles and methods particularly constructivist practice in tandem with them may lead to more successful learning results.

Now, Artificial Intelligence (AI) technology is emerging as a potential solution in order to make the educational system more efficient and effective. (Shanahan, 2015)

asserts that "AI is intelligence that humans do not have." James Murray Imperial College London's Department of Computing is home to Cognitive Robotics professor Patrick Shanahan, who also works as a senior scientist with (Tomasev et al., 2022). He is an accomplished researcher in the domains of cognitive science, robotics, and artificial intelligence. Some researchers agree that AI is able to solve human problems, as the saying (Ng, 2016) "AI allows us to solve problems that cannot be solved with traditional approaches. However, we must also ensure that AI is used for positive purposes and does not harm humans." In the development of the world of education, there are many things that are still an obstacle in increasing effectiveness such as the lack of educators while having a large number of students so that it is likely that educators will find it difficult to record the number of students, or in analyzing values or data obtained from students (Sidiq et al., 2019). Therefore, AI is here to provide convenience so that teaching staff are facilitated and can be organized more quickly, because the data obtained can be handled by AI.

AI has the ability to collect, analyze, and process data quickly and accurately (Farid, 2023). It can help teachers and students to improve learning performance by providing access to the right information at the right time. In terms of efficiency, AI can help in scheduling, attendance monitoring, and developing learning programs that suit student needs (Arifin et al., 2021). AI can also produce more accurate and efficient reports and analysis, making it easier for decision makers to make policies related to the education system. Meanwhile, in terms of effectiveness, AI can help in the development of more adaptive and personalized learning models. By utilizing AI, learning programs can be tailored to the needs and abilities of individual students, so as to improve learning effectiveness and student learning outcomes.(Afrita, 2023)

Teachers, as key players in the learning and teaching process, play a unique role in incorporating technology into English teachings. Teachers' perceptions of technology greatly influence their behaviours when it comes to employing technology in the classroom. The perspectives of educators on the integration of technology into the classroom have been the subject of much discussion and investigation. Teachers generally see the value of incorporating technology into the classroom positively, according on the results of these research. Despite teachers' generally positive attitudes towards and understanding of the value of technology in the classroom, many remain hesitant to incorporate it into their lessons, with many claiming that their own experiences with implementing technology into their lessons are only average at best. This suggests that instructors' opinions and perspectives on technology are not the sole elements impacting their actual use of technology in the classroom.

Rodliyah, for example, studied how English teachers at vocational schools incorporate technology into their lessons. Other studies have looked at how English teachers generally use technology in the classroom. Teachers use technology for a variety of reasons, according to his research. These include being interested in it,

meeting modern demands, realising its benefits, and having confidence in its ability to enhance English courses. Unlike Hakkarainen, who focuses on teachers' pedagogical thinking and individual reports on classroom technology use, examines the relationship between teachers' technological device proficiency and their reports on classroom technology practice. At the same time, Rollins looked at public school students in grades kindergarten through five to see how teachers used technology differently in the classroom. Rollins discovered that, despite the institution providing technological gadgets, their application is not commonly utilised in his research. Another study by Fauzan and Pimada indicated that teachers still utilise technology in slightly different ways due to factors like limited internet connectivity, insufficient device facilities, and difficulties like teachers' lack of competency and confidence in using technolog (Indriani & Wirza, 2020).

## **METHOD**

This research uses qualitative methods with descriptive analysis, namely the data used by skunder data, namely in the form of books and research research related to AI Technology as a Trend in the Utilization of English Language Learning and in this study seeks to focus on AI Technology Analysis as a Trend in the Utilization of English Language Learning. And the Type of Research is library research or literature review using a descriptive qualitative approach, data sources are collections of books, articles that discuss AI Technology as a Trend in the Use of English Language Learning. Data collection techniques classify discourse, journals, articles, books and journals related to the research title, data analysis using content analysis or content analysis.

## **RESULTS AND ANALYSIS**

### **Artificial Intelligence Technology (AI)**

Computer scientists in the area of artificial intelligence (AI) work to develop systems that can learn, create, and recognise images, all of which are cognitive tasks often linked to human intelligence. According to Santoso (2023). The term artificial intelligence (AI) is the subject of much debate and discussion because just stating that it is AI does not convey any relevant information. You may make the case that what is taking place is man-made and not rooted in nature. Nevertheless, the intelligence section is vague, to put it mildly. Knowing that the book employs AI according to that definition may help you follow the rest of the text more readily, even if you don't necessarily agree with it. The definition is presented in the next section.

Due in large part to a lack of clarity about what AI is and what it can accomplish, the field has gone through a number of ill-conceived launches and dead ends. Part of the issue is that popular media perpetuates unrealistic expectations about AI's potential. Furthermore, AI is expected to accomplish more than it actually can because

humans have a tendency to humanise technology. To begin, let's clarify what artificial intelligence (AI) is, what it isn't, and how it relates to computers in the modern day. What you anticipate from AI is, of course, predicated on your definition of AI, your aims for AI, and the technologies at your disposal to accomplish AI. Consequently, perceptions of AI vary across individuals. Citation: Sutojo, T., Mulyanto, Edi, & Suhartono, 2011. S This book examines artificial intelligence (AI) from a variety of angles, striking a balance between two extremes. You get the finest picture of AI as a technology because it doesn't fall for the hype from advocates or the criticism from critics. So, it's reasonable to assume that your expectations will differ from what you read in this book; but, before you get your hopes up, think about what your technology is capable of doing to help you. (Sutojo, T; Mulyanto, Edi; Suhartono, 2011)

### **The Importance of English Language Learning**

To say that English is the de facto language of business and diplomacy would be an understatement. United Nations (UN) official meetings are conducted in English. On overseas flights, English is also the de jure language. Upon arrival at any airport, regardless of location, we are immediately confronted with the usage of the English language. Evidence of the widespread use of the English language. Therefore, if we are to refrain from using the word "must," then studying and mastering English is an absolute need. (Maduwu, 2016) (Irianto & Al-Amin, 2023)

The majority of Indonesians still find studying English to be a daunting and challenging task. A short time ago, students were required to complete three years of high school and junior high school English curricula before moving on to primary school. From a learning perspective, six years is quite a while to become an expert in just one field. Even after six years of schooling, the majority of us still can't hold a simple conversation in English. Even a great many people who, in the end, had no idea what an English word meant. (Maduwu, 2016) (Irianto & Al-Amin, 2020)

Actually, the majority of Indonesian children would probably say that becoming a pilot, doctor, etc. is their ideal job. Proficiency in English is essential for advancement in all of these fields. The capacity to communicate fluently in English is a key competency for success in today's global economy. Competence in the marketplace, aided by fluency in English, is excellent for our nation, too. The fact that Indonesian is now our official language does not, however, imply that we should ignore it. (Maduwu, 2016) (Marsuni et al., 2023)

The connection to reading and writing in English follows Decoding and comprehension are the two main components of reading. Because decoding is an isolated skill, it is easy to teach and test. Reading comprehension is a multi-faceted ability that is situationally and purposefully dependent. Similar to how instruction plays a part, so does the learning component, which includes the text component. Reading is defined as the mental process of deciphering and making sense of written language

by Brassell and Rasinski. Word reading is defined in dictionaries as the capacity to examine and comprehend the definition of words in written form. Understanding the meaning of a text depends on one's level of skill, and reading is the method by which this is achieved. Reading is a form of visual communication that allows for the transmission of ideas from one person to another, according to Kingston in Israel. When you read, you engage in a two-way conversation with the author or publisher of the material. It is the reader's interpretation that gives rise to the reader's comprehension of the text. (Dawud & Hakim, 2019)

Subsequently, the approach to learning possesses multiple attributes. Planning, active, empathic, formal, experimental, semantic, practice, communicative, monitoring, and appreciative are the ten learning strategies proposed by Naiman, who draws on Stern's work. Everything that occurs during the process of teaching and learning seems to be encompassed by this classification. But, as Stern himself said, these tactics are just temporary and will need to be revised and confirmed. Some of these categories, for instance, appear to continue to share members. A strategy plan shares some characteristics with a monitor strategy. Hence, structured methods and plans for physical activity. Cognitive, meta-cognitive, effective, and social learning strategies are the big four according to many academics. (Syahputra, 2014)

The ability of the student to think critically in relation to the processing of course information is central to cognitive processes. A learner's meta-cognitive strategies are their approaches to and methods for making sense of course materials. While dealing with the learner's learning process, effective solutions are related to the learner's attitudes and sentiments. When students work together with their classmates to accomplish common objectives, they are engaging in social strategy. There are sharper boundaries in this grouping, which makes it appear simpler. Idham: Methods for Immersing Oneself in the English Language 131 Direct and indirect learning procedures are the two main categories established by Oxford (1990). Memory, cognitive, and compensating methods are the three subcategories of direct strategies. The three types of indirect techniques are social, effective, and meta-cognitive. There is a distinct category of actions for each tactic. Strategies and the activities that fall under each category are illustrated in Diagram 1 (Syahputra, 2014)

From the observations and activities of this service seminar, it can be seen that the participants were so enthusiastic, as evidenced by the participation of participants in this PKM activity. Furthermore, several videos were shown with systematic techniques for the effectiveness of English learning. Qualitative and quantitative data is a data collection technique in this community service seminar, in the form of fieldnotes results during the activity and written test results to determine the effectiveness of using video. The results show that the use of videos in learning is so effective to increase student motivation so that it can help solve English learning problems faced so far. (Susanti, 2019)

The researcher defines the term technology integration, expresses the reasons for integrating technology, explains the role of technology in promoting learning, outlines the role of teachers and the role of learners, reviews previous research on the benefits of technology in learning and teaching language skills, points out the existence of Information and Communication Technology (ICT) situations, and finally mentions recommendations for successful technology integration. A literature review reveals that the integration of technology into classrooms greatly improves the learning and teaching of English skills.(Hambali et al., 2023)

By using statistical analysis tools in the form of Mean, Standard Deviation, and Pearson Correlation, it was found that the condition of the online class environment was significantly related to the motivation to learn English subjects of students, with a significance value of  $p > 0.05$ . That is why it is recommended that teachers maintain and maintain the conditions of the online classroom environment that allows students to feel the presence of teachers, the occurrence of thinking processes and maximum social interaction to motivate them to learn English. Keywords—online classroom environment, motivation to learn English (Lasut, 2021)

The proliferation of readily available learning media, like as the Duolingo app for smartphones, is a direct result of the exponential growth of information and communication technologies in the modern day. On purpose, this software incorporates the idea of "playing while learning" to make learning an enjoyable experience for users of all ages. We may create this app on our own to help with daily topic-based learning exercises and to make it easy for those of us who work in education to test our vocabulary and improve our English language skills. This programme is designed to enhance the ability of English teachers through the use of storyboards (Duolingo) media. That way, when their expertise grows, their capacity to teach will also grow. Last but not least, it will result in a more efficient method of instruction, particularly for those struggling with English comprehension.(Widyastuti & Kusumadewi, 2018)

Thus, it is clear that the advent of AI technology has brought both advantages and disadvantages to the field of English language instruction. Artificial intelligence has revolutionised the way English is taught at universities. The findings of the study corroborate this (Subiyantoro et al., 2023) Professors of English make extensive use of artificial intelligence systems for a wide range of tasks, including question and answer generation, grammar and plagiarism detection, paraphrasing, and literature reviews. In addition to detecting plagiarism and grammatical mistakes, the study found that AI has many other benefits for language instruction and learning. The future of ESL instruction has also been altered by AI-induced possibilities and threats. To use AI, one must be proficient in digital tasks. Teachers of English as a foreign language will likely face automation in the near future; thus, it is imperative that they maintain and hone their proficiency in digital tools.

## Conclusion

Learners' proficiency in the English language is greatly enhanced by incorporating AI into the process. Using AI as a learning approach significantly improved listening, speaking, reading, and writing skills. Any person, at home or in the classroom, can benefit from this discovery because of the implications it holds for AI-assisted English language acquisition.

## REFERENCES

- Abbott, E. A. (2003). *An effort to demonstrate the dissimilarities between Elizabethan and modern English through a Shakespearean grammar*. Courier Corporation.
- Afrita, J. (2023). Peran Artificial Intelligence dalam Meningkatkan Efisiensi dan Efektifitas Sistem Pendidikan. *COMSERVA: Jurnal Penelitian Dan Pengabdian Masyarakat*, 2(12), 3181–3187.
- Arifin, I. A., Soetikno, N., Dewi, F. I. R., & others. (2021). Kritik diri sebagai mediator pada hubungan konsep diri dan perilaku nonsuicidal self-injury remaja korban perundungan. *Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni*, 5(2), 317–326.
- Carro, R. M. (2008). Interactive hypermedia for instructional purposes. In *Computers and Education: Towards Educational Change and Innovation* (pp. 1–12). Springer.
- Farid, A. S. (2023). The Effects on Journalism Ethics and Public Trust of the Shift from Print to Online Journalism. *Journal International Dakwah and Communication*, 3(1), 22–32.
- Hambali, U. N., Natsir, R. Y., & Nasir, N. (2023). Tinjauan Literatur tentang Integrasi Teknologi dalam Proses Pembelajaran Keterampilan Bahasa Inggris. *Jurnal Dieksis Id*, 3(2), 128–141.
- Hsiao, K.-F., & Chen, N.-S. (2011). The development of the AR-fitness system in education. *Edutainment Technologies. Educational Games and Virtual Reality/Augmented Reality Applications: 6th International Conference on E-Learning and Games, Edutainment 2011, Taipei, Taiwan, September 2011. Proceedings* 6, 2–11.
- Indriani, R., & Wirza, Y. (2020). Praktik guru dalam pemanfaatan teknologi di kelas bahasa inggris. *Jurnal Penelitian Pendidikan*, 20(1), 98–110.
- Irianto, S., & Al-Amin, A.-A. (2020). Analisis Kesantunan Berbahasa (Language Etiquette) Mahasiswa Teknik Mesin Polines Dalam Berkomunikasi Tertulis Dengan Dosen. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(2), 266–269.
- Irianto, S., & Al-Amin, A.-A. (2023). Analisis pengaruh Aplikasi Tiktok Terhadap Peningkatan Pembelajaran Bahasa Inggris Pada Siswa. *Innovative: Journal Of Social Science Research*, 3(2), 2916–2923.
- Khusniyah, N. L., & Hakim, L. (2019). Efektivitas pembelajaran berbasis daring: sebuah bukti pada pembelajaran bahasa inggris. *Jurnal Tatsqif*, 17(1), 19–33.
- Lasut, E. M. M. (2021). Hubungan antara lingkungan kelas dalam jaringan dan motivasi belajar bahasa Inggris peserta didik. *CogITo Smart Journal*, 7(1), 74–84.
- Maduwu, B. (2016). Pentingnya pembelajaran bahasa Inggris di sekolah. *Warta Dharmawangsa*, 50.
- Marsuni, M., Amin, A., & Budiman, R. (2023). Strategi Program Kepala Madrasah dalam Meningkatkan Mutu Pendidikan Islam di Madrasah Aliyah Sirajul Ulum Kota

- Pontianak. *Arfannur*, 4(1), 31–54.
- Ng, A. (2016). The current capabilities and limitations of artificial intelligence. *Harvard Business Review*, 9(11), 1–4.
- Santoso, J. T. (2023). Kecerdasan Buatan (Artificial Intelligence). *Penerbit Yayasan Prima Agus Teknik*, 1–227.
- Shanahan, M. (2015). *The technological singularity*. MIT press.
- Sidiq, R., Lukitoyo, P. S., & others. (2019). *Strategi Belajar Mengajar Sejarah: Menjadi Guru Sukses*. Yayasan kita menulis.
- Subiyantoro, H., Hartono, R., Fitriati, S. W., & Faridi, A. (2023). Dampak kecerdasan buatan (AI) terhadap pengajaran Bahasa Inggris di perguruan tinggi: Tantangan dan peluang. *Prosiding Seminar Nasional Pascasarjana*, 6(1), 346–349.
- Susanti, S. (2019). Manfaat teknologi informasi dengan belajar bahasa Inggris lewat video. *SINDIMAS*, 1(1), 86–90.
- Sutojo, T; Mulyanto, Edi; Suhartono, V. (2011). *Kecerdasan Buatan*.
- Syahputra, I. (2014). Strategi pembelajaran bahasa Inggris sebagai bahasa asing dalam meningkatkan kemampuan berbahasa siswa. *Kutubkhanah*, 17(1), 127–145.
- Tezci, E. (2011). Turkish primary school teachers' perceptions of school culture regarding ICT integration. *Educational Technology Research and Development*, 59, 429–443.
- Tomasev, N., Bica, I., McWilliams, B., Buesing, L., Pascanu, R., Blundell, C., & Mitrovic, J. (2022). Pushing the limits of self-supervised resnets: Can we outperform supervised learning without labels on imagenet? *ArXiv Preprint ArXiv:2201.05119*.
- Widyastuti, M., & Kusumadewi, H. (2018). Penggunaan aplikasi Duolingo Dalam meningkatkan kamampuan kosakata Bahasa Inggris pada tenaga pengajar bimbingan belajar Omega Sains Institut. *Jurnal Abdimas BSI: Jurnal Pengabdian Kepada Masyarakat*, 1(2).