

**AI IN EFL CLASSROOM: ENHANCING STUDENTS' LEARNING OR
REPLACING LECTURERS' ROLE?**

THESIS

Submitted by

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**THE FACULTY OF EDUCATION AND TEACHER TRAINING STATE
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THESIS

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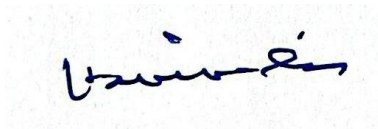
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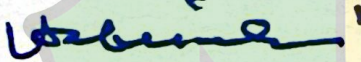
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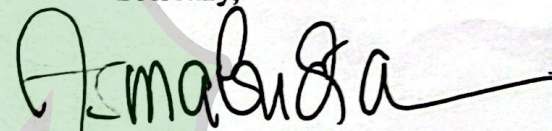
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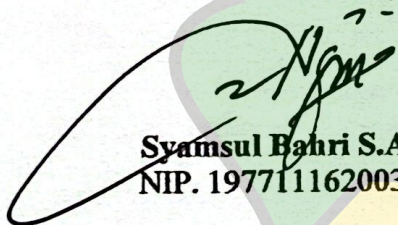
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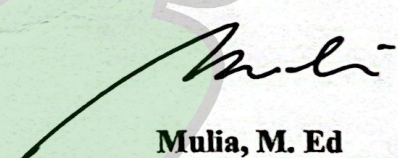
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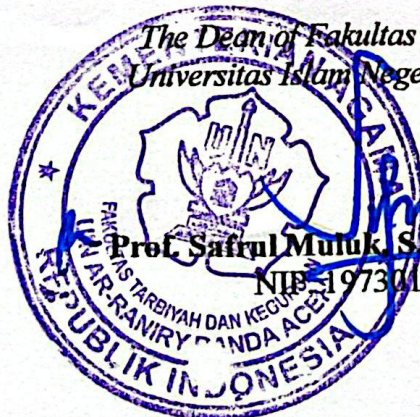
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STATEMENT OF ACADEMIC INTEGRITY SCIENTIFIC THESIS

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Hereby declare that in writing this thesis, I:

1. Did not use the ideas of others without being able to develop and be accountable for them;
2. Did not plagiarize the work of others;
3. Did not use others' works without proper citation or permission;
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If at any point in the future, a party raises a legitimate concern and proves that I have violated this declaration, I am willing to accept the sanctions in accordance with the prevailing regulations of the Faculty of Tarbiyah and Teacher Training, Ar- Raniry State Islamic University, Banda Aceh.

This statement is made truthfully and without coercion from any party.

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A R - R A N I R Y

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ABSTRACT

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Artificial Intelligence (AI), first introduced by John McCarthy at the Dartmouth Conference in 1956, has transformed various aspects of education, including English as a Foreign Language (EFL) classrooms. AI provides learners with instant access to information, personalized learning support, and interactive educational resources that enhance teaching and learning. Therefore, this study aimed to explore the perceptions of EFL lecturers and students toward the role of AI in enhancing students' learning and its influence on lecturers' roles in EFL classrooms. This study employed a qualitative research design. The participants consisted of three EFL lecturers from Syiah Kuala University and three EFL students from UIN Ar-Raniry Banda Aceh, selected through purposive sampling based on their experience using AI for English language learning. Data were collected through semi-structured interviews and analyzed using interpretive qualitative analysis involving transcription, translation, coding, and thematic analysis. The findings revealed that AI positively contributes to students' English learning by improving vocabulary, grammar, pronunciation, writing, reading comprehension, and learning autonomy. AI also encourages critical thinking when students evaluate its responses rather than accept them without reflection. Furthermore, AI supports lecturers in preparing learning materials, providing feedback, and facilitating personalized instruction. Nevertheless, both lecturers and students perceived AI as a supportive educational tool rather than a substitute for lecturers. Participants emphasized that lecturers remain essential in fostering students' motivation, ethical awareness, emotional support, critical reflection, and meaningful classroom interaction. In conclusion, AI should be integrated as a complementary technology that enhances EFL teaching and learning while preserving the indispensable roles of lecturers in higher education.

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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Artificial intelligence (AI) has dominated various aspects of the modern world. The number of AI users is experiencing a significant increase every day. The majority of its users are Generation Z and millennials. Statista Consumer Insights (2024) survey indicates that Indonesia takes 4th place, showing high enthusiasm for the use of AI. This survey shows 41 percent of Indonesians use AI for various needs. Another survey of the Association (APJII) (2025) found 27.34 percent of 8.700 respondents stated that they have used AI and the most frequent access of AI are for education and learning. AI has taken a significant role in the EFL student learning process. Therefore, AI takes a significant role in human life, providing support and helping them in everyday activities.

Artificial intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy. According to the latest survey, people use AI for education and learning frequently. It means that AI helps students in the learning process and also increases the flexibility of learning in the classroom. Nowadays, there are many kinds of AI that students can use to simplify their learning, finish homework, and even just to ask random questions that they want to know. Some of the AI applications or websites most EFL students use now, include ChatGPT, QuillBot, DeepL, DeepSeek, etc. For example, students use ChatGPT to explain hard topics and help with exercises, QuillBot improves writing, DeepL helps with translation, and DeepSeek helps solve problems. All these applications help EFL students save time, support self-study, and help them learn English in a modern way.

AI helps the instructors or teachers in student learning development with all the tools, as long as the teacher can develop it to become useful and utilize every function available in the AI. AI's role in education is to guide and transform how EFL students learn and how the instructors teach. It provides many benefits to education and learning if able to use it in the right way. For EFL students, AI personalizes learning by assessing the best methods, styles, and needs for each learner. AI is also able to give feedback for students on their work, support them, and engage students because it is usually more interactive. Furthermore, AI is an assisted learning and it is suitable for disabilities because it provides text speech and visual representation. While for teachers, AI tools can help them in making creative tasks by using several apps, such as Quizzes or Duolingo. Lecturers can also ask AI to help them make lesson plans quickly to save time and focus on guiding students.

When used correctly, AI makes the teaching learning process easier, keeps students engaged with the learning, and improves learning results for EFL students in Indonesia. Unfortunately, the overuse of AI brings addiction to EFL students if they use it in the wrong way. The majority of EFL students rely on AI without putting effort into finishing all their work. It causes a lack of literacy and less critical thinking among EFL students. Being addicted to AI makes EFL students unmotivated. Meanwhile, EFL students feel less motivated for independent study and often think AI can always help them with every exercise or classwork. Therefore, most EFL students experience a lack of interaction with their lecturers, which reduces their social skills and emotional side of learning. Consequently, lecturers should be aware of all problems that probably arise during learning progress.

In this modern world, EFL students who use AI are experiencing rapid growth. From elementary school students to university students, everyone has access to AI. This is indeed very beneficial and provides significant advantages for student learning development if its use is accompanied by human thought. In other words, it should not rely solely on the existence of AI, which is a program without emotions. This means

that AI can be considered monotonous and unchanging unless humans utilize their intelligence to develop it further. Unfortunately, because AI is so easily accessible, students are increasingly dependent on it and are reluctant to think for themselves. This happens often among teachers or educators, where many students simply search for answers or problems in AI and copy them directly without further development. As a result, many of their answers are identical and uncreative. Unfortunately, this has an impact on students' motivation to pay close attention to their educators because they think AI will provide instant answers.

Several researchers have researched a similar topic. Journal written by Seo et al. in 2021 entitled “The impact of artificial intelligence on learner–instructor interaction in online learning” which was researched in the University of British Columbia (UBC), Vancouver, Canada, with several participants from students and instructors during the phenomenon of COVID-19, which was when AI began to be widely used and has developed rapidly until now. According to the research, AI can help teachers interact with more students, save time, and provide faster feedback. However, some fear AI may violate kids' privacy, rob teachers of their authority, or make them overly reliant. Consequently, this research was conducted to support future AI, not replace, actual human instruction. The primary objective is to identify where AI is helpful and where it goes too far (Seo et al., 2021).

Similar research regarding the influence of artificial intelligence on supporting students and teachers or replacing teachers has been discussed in a journal as follows: a journal written by Iryana Nikitina and Tetyana Ishchenko entitled: “The Impact of AI and Teachers: Support or Replacement?” which was researched at Dnipro State University of Internal Affairs. This journal concludes that AI simplifies tedious tasks like paperwork and test grading. This allows teachers more time to have one-on-one conversations with EFL students and develop more effective lesson plans. Additionally, AI analyzes each student's preferred method of learning and provides tailored advice to help them get better. However, AI is limited in its capabilities. It lacks genuine

empathy, compassion, and original ideas. It cannot foster teamwork, comprehend a student's emotions, or instruct them in critical thinking. AI will therefore complete teachers' rather than replace them. Teachers will take on the role of mentors who assist EFL students in using AI sensibly and developing their critical thinking and interpersonal skills. Some anxiety that AI will eliminate teaching positions or frighten educators who are unfamiliar with its application. However, AI can be a useful ally when applied properly. It takes care of basic duties so educators can concentrate on what really counts: motivating, encouraging, and building relationships with EFL students (Iryana Nikitina and Tetyana (Ischenko, 2024).

Journal written by Eka Fatmawati Hading et al. entitled “EFL Students' Perceptions on the Integration of AI in Fostering Critical Thinking Skills” which was researched at Sawerigading University of Makassar, specifically within the English Literature study program in the Letter Faculty. This study investigates the perspectives of fifteen EFL students at Sawerigading University Makassar regarding the influence of AI on critical thinking. Researchers discovered conflicting opinions through interviews: AI aids in locating information fast, processing data, completing basic tasks, assessing sources, generating new ideas, and strengthening thinking. But it can make EFL students inert, impede critical thinking, and lead to a dependence on technology. In order to maintain vital abilities, students advocate for balanced use of AI as a tool rather than a replacement. To enable AI to enhance learning without undermining independent cognition, the article advocates for responsible guiding (Hading et al., 2024).

Therefore, this study aims to fill in the gaps left by earlier research that said AI has a dual role, a helpful tool and a disturbing teacher's role. It focuses on how AI might impact teacher-student relationships and promote critical thinking. This research is important for three reasons: 1) to define whether AI enhances the ability of students or can reduce teachers' autonomy; 2) to identify specific conditions (student proficiency levels, class size, task type, teacher training, and infrastructure) which AI

could support or even replace the role of lecturer: 3) to prevent AI from reducing interaction in the classroom.

1.2 Research questions

Based on the background above, this research seeks to answer the following research questions:

1. Does AI enhance the ability of EFL students or does it reduce teachers' autonomy?
2. Under what conditions does AI serve as a supportive tool, and under what conditions does it replace the core pedagogical functions of teachers?
3. How can we prevent AI from reducing human interaction in EFL learning classes?

1.3 The Aim of The Study

The research has a specific purpose to be investigated. The objectives are as follows:

1. To determine whether AI enhances the ability of EFL students or does it reduces teachers' autonomy.
2. To identify AI function as a support or to replace the core role of teachers.
3. To investigate how to prevent AI from reducing human interaction in EFL learning classes?

1.4 The Significance of the Study

This research is formulated to give the contribution of the researchers' ideas for:

1. Students

This research helps EFL students better understand the functions of Artificial Intelligence (AI) to get a better experience of learning. By reflecting on

learning experiences, both present and future EFL students can control excessive use of AI and use it wisely by continuing to work closely with teachers. In other words, AI is only a tool that can assist and support teaching and learning activities both inside and outside the classroom. Limiting the use of AI also prevents a decline in motivation to think critically and laziness in problem-solving. Moreover, this study also serves to increase students' awareness that AI is only a technology that is developing every day and is only a system, so no matter how good AI is, it will never be able to replace the human brain. Therefore, AI can only be used as a support tool, not as the main guide or even as the sole reliance.

2. Teachers

By using the findings, Teachers might better understand the proper use of AI in the classroom. Not to replace the role of the teacher, but to help them develop learning systems. This knowledge can result in better teaching methods, assistance, and advice for EFL students, and teachers can focus on human skills like critical thinking and empathy. Apart from that, it provides other insights for teachers to further strengthen their understanding of the function of Artificial Intelligence (AI).

3. Next Researcher

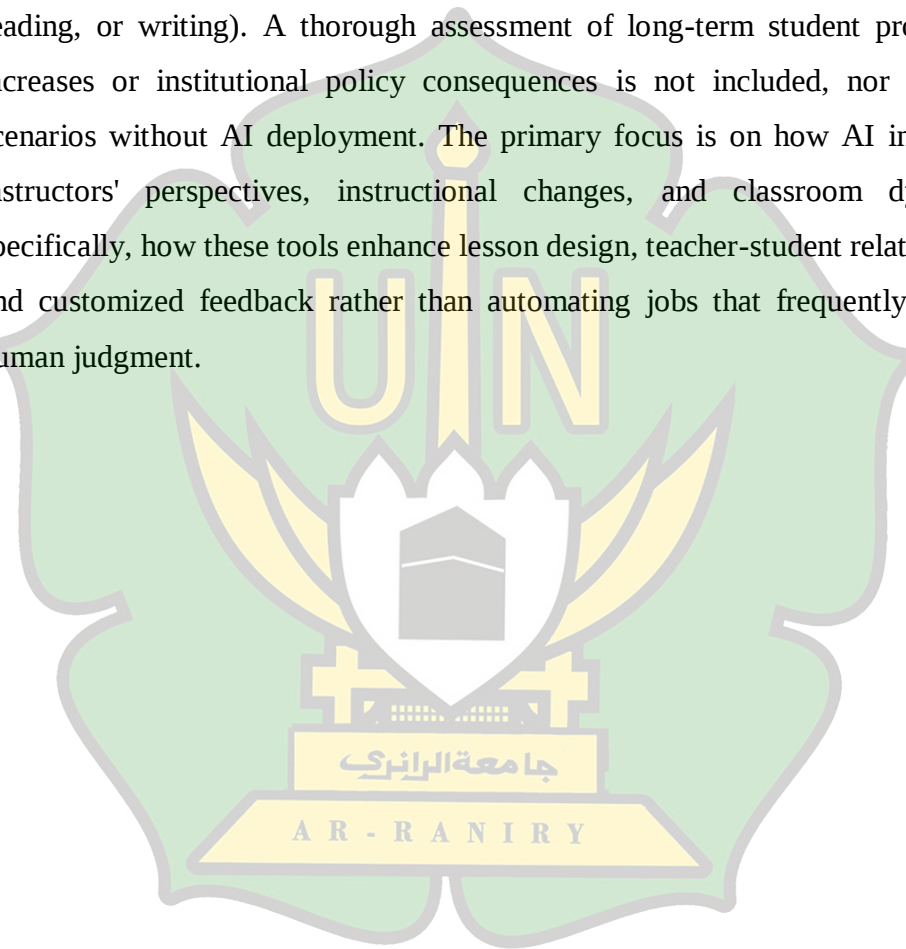
The writer hopes that this research can bring benefits to all people and open up our knowledge of how AI can be used effectively and how to prevent dependence on AI, so that this topic can be raised again in the future by other researchers and can complement what is lacking in this research.

1.5 The Scope of Study

This study focuses on investigating the role of Artificial Intelligence in enhancing EFL students, whether it supports teachers in enhancing students' ability or replaces their roles. The aim is to understand the best way of using AI in

the English for foreign language (EFL) classroom, without becoming addicted to it.

The research is limited to EFL teachers and student teachers who are currently utilizing AI tools in non-native English-speaking areas, especially those who incorporate AI into at least one core language skill area (speaking, listening, reading, or writing). A thorough assessment of long-term student proficiency increases or institutional policy consequences is not included, nor are EFL scenarios without AI deployment. The primary focus is on how AI influences instructors' perspectives, instructional changes, and classroom dynamics; specifically, how these tools enhance lesson design, teacher-student relationships, and customized feedback rather than automating jobs that frequently call for human judgment.



CHAPTER II

LITERATURE REVIEW

2.1 Artificial Intelligence

2.1.1 Definition of Artificial Intelligence

The term "artificial intelligence" refers to several information technology principles, including computers, software development, and data transfer (Mohammad, 2020). Another definition, artificial intelligence (AI) is a computer science that focuses on developing cognitive systems that can replace human cognitive abilities, such as learning, reasoning, and decision-making. According to Kaplan and Haenlein (2019), AI enhances human ability to process data in an efficient manner and produce output that is adaptable to the current context.

The definition of Artificial Intelligence in the Big Indonesian Dictionary is a computer program that imitates human intelligence, such as decision-making, providing a basis for reasoning, and other human characteristics. Artificial Intelligence (AI) is the ability of machines to display or mimic human intelligent behavior, such as learning, problem-solving, and decision-making. It is also the field of computer science devoted to developing such systems. In essence, it's the creation of computer systems capable of carrying out operations that would typically call for human intelligence (KBBI, 2023).

Various studies stated that Artificial Intelligence (AI) brought a big change in modern systems learning. For example, previous studies emphasized that one of the AI functions is an intelligent tutoring system that provides adaptive feedback to EFL students (Zawacki-Richter et al., 2019). Holmes et al., (2021) said that the integration of AI in the classroom enables more flexible and data-driven learning, which helps teachers understand the individual needs of students. Furthermore, the studies from Luckyn et al., (2016) show that AI can act as a virtual tutor, which is possible to detect obstacles of study and learning difficulties early through analysis of EFL students, so

that teachers or instructors may make timely and personalized changes. Similar studies on the use of AI may reduce teacher workload and increase the accuracy of learning progress evaluations (Chen and Tsai, 2022). Thus, AI has become a significant role in supporting EFL teachers and students' learning as well as a transformation towards inclusive, adaptive education that focuses on the unique potential of each student.

2.1.2 The Advantages of AI in EFL Learning

The integration of Artificial Intelligence (AI) in English as a Foreign Language (EFL) classrooms offers several significant advantages that enhance both teaching and learning processes. One of the primary benefits is personalized learning. AI systems are able to analyze students' individual performance, learning pace, and preferences, then adjust the difficulty level and content accordingly (Holmes et al., 2021). This personalization allows EFL students to receive materials that match their proficiency level, resulting in more effective and efficient language acquisition.

Another major advantage is the provision of immediate and continuous feedback. Tools such as Grammarly, QuillBot, ChatGPT, and speech recognition applications can instantly correct grammar, vocabulary, pronunciation, and writing structures. This real-time feedback enables students to identify and correct their mistakes independently without having to wait for the lecturer's response (Zawacki-Richter et al., 2019). Consequently, students can practice more frequently and develop greater learning autonomy.

AI also increases accessibility and flexibility in learning. Students can access learning materials, explanations, and practice exercises anytime and anywhere. This is particularly beneficial for students who need additional support outside formal classroom hours. Moreover, AI tools such as text-to-speech and translation features support learners with different needs, including those with learning difficulties (Chen & Tsai, 2022).

From the lecturers' perspective, AI helps reduce administrative workload. Tasks such as preparing quizzes, generating lesson materials, checking basic grammar,

and organizing classroom activities can be completed more efficiently. As a result, lecturers can allocate more time to meaningful interactions, mentoring, and fostering students' critical thinking and character development (Nikitina & Ishchenko, 2024).

2.1.3 The Disadvantages of AI in EFL Learning

Despite its numerous benefits, the use of AI in EFL classrooms also presents several challenges and potential drawbacks. The most frequently discussed concern is students' over-reliance on AI. When students become excessively dependent on AI-generated answers, they tend to copy information without critical evaluation. This habit may weaken their critical thinking skills, problem-solving ability, and independent learning capacity (Hading et al., 2024).

Another significant disadvantage is the potential reduction of human interaction. Meaningful classroom communication, emotional support, and social interaction between lecturers and students are essential components of language learning. Excessive use of AI may decrease face-to-face discussion, peer collaboration, and the emotional connection that only human teachers can provide (Seo et al., 2021).

Furthermore, AI systems still have limitations in terms of accuracy and contextual understanding. AI-generated responses may contain factual errors, biased information, or culturally inappropriate content. Without proper guidance from lecturers, students may accept inaccurate information as truth. In addition, ethical issues such as academic integrity, plagiarism, and data privacy remain serious concerns when AI is used without clear guidelines.

Finally, not all lecturers and students possess adequate digital literacy to utilize AI effectively. The lack of technological readiness, especially among senior lecturers or students with limited internet access, may create a digital divide and hinder the optimal implementation of AI in the classroom.

In conclusion, while AI offers valuable support for personalized learning, feedback, and instructional efficiency, its disadvantages—particularly over-reliance, reduced human interaction, and ethical risks—highlight the continued importance of

lecturers' guidance. Therefore, AI should be positioned as a complementary tool rather than a replacement for human educators in EFL classrooms.

2.1.4 History and Development of AI in Education

The historical development of Artificial Intelligence began in the mid-20th century with the theoretical concept. Then evolved into a practical tool that supports the personalization of learning and automates administrative tasks in today's digital era.

John McCarthy introduced Artificial Intelligence in 1956 as a field of study, which took place at a conference at Dartmouth College, New Hampshire, United States. It was then that the term AI was finally used formally, and McCarthy was dubbed the father of AI. At that time, many scientists believed humans could create a smart machine that could think like a human. Moreover, they possibly think that a machine can do many things, such as make a decision and solve a problem. This idea seems impossible, but today, AI is experiencing rapid growth and almost everyone uses it.

Then, from 1974-1980 was the first AI winter phase. In this era, AI has succeeded in attracting worldwide attention and much enthusiasm for its presence. But, at the same time, AI development is problematic due to a crisis in government funding, which has hampered research on AI by computer scientists. However, during this winter AI era, the implementation of AI in education is slowing down; consequently, public interest in AI is decreasing.

In the 1980s-1987, AI experienced the Boom of the AI era. After the winter era, AI consistently brought the "Expert System". This system has been programmed to imitate human skills and could make a decision like a human. This is used in education to support instructors or offer subject-specific tutoring. After all the efforts, the first national conference was finally held by the American Association of Artificial Intelligence at Stanford University. Unfortunately, the golden era of AI is only temporary. The second winter era resumed. It lasted from 1987 to 1993. The

government and investors once again halted funding for AI research because the amount was large, but it did not yield definitive results.

Then, from 1993s-2011, AI experienced a renaissance. In 1997, IBM Deep Blue defeated world chess champion Garry Kasparov, becoming the first computer to defeat a world chess champion. In 2002, AI was integrated into a vacuum cleaner called Roomba for the first time. And in 2006, AI also entered the business world. Companies such as Facebook, Twitter, and Netflix also began using AI.

Finally, AI has developed rapidly from 2011 to the present. This era is called the Internet and Big Data Era. It includes deep learning, big data, and artificial general intelligence. AI has been developed tremendously, one of which is in the education sector. Some AI functions in education include: Personalized Learning; Advances in internet technology and abundant student data enable adaptive learning systems that analyze individual data to tailor content and difficulty levels to each student's needs, Administrative Task Automation; Performing automatic assessment, scheduling, and analysis of student performance data, allowing educators to focus on interactive learning, Virtual Assistants and Smart Tutors; Virtual assistants (chatbots) and tutoring systems can provide students outside of school with individualized instruction and support, and the Era of Generative AI (Currently); the emergence of generative AI such as ChatGPT.

Overall, the development of AI has changed the paradigm of education, with the primary focus being on increasing the effectiveness, personalization, and accessibility of learning. This is because it can facilitate more productive collaboration between educators and students.

2.1.5 Kinds of Artificial Intelligence in EFL Students' Learning

In this modern world, many kinds of Artificial Intelligence have come around people. Moreover, people frequently use AI in education. There are several kinds of AI we can find today. Some AI functions that can be utilized now are:

- a. Chatbots and Virtual Agents

This tool helps EFL students in practicing speaking and writing. At the same time, the AI simulates human interaction by interacting with them, providing instant feedback, answering questions and problems, and directly guiding the users, especially EFL students and teachers. This kind of AI is called a computer program, which was created to automatically interact with people like humans to simplify human activities. Some examples of this kind are Grok, ChatGPT, or automated customer service.

b. Intelligent tutoring systems

This is an AI system that functions as a digital teacher or online teachers are commonly referred to as adaptive learning systems. Some platforms that can be used include Duolingo for language learning and Khan Academy for mathematics and science. These platforms have efficient learning systems that recognize students' strengths and weaknesses so that the questions or material provided are tailored to the students' needs. This feature was previously most widely used abroad. However, Indonesia has also started using it, such as through online applications like Ruang Guru, Zenius, Quipper, etc. Unlike chatbots, this feature offers deeper customization of difficulty levels, provides detailed feedback, and remembers the long-term learning process, making it resemble a personal tutor who teaches according to the student's needs.

c. Speech recognition and speech-to-text

Speech recognition and speech-to-text are the same tools that change human sounds into text. The differences between them are; in speech recognition, where the tool is recognizing who is speaking and also recognizing voice instructions, for example, in Google Translate and Google Meet. Moreover, this tool could convert human sounds to text by inputting the sound and asking the tool to change it, while speech-to-text converts the sound instantly. For example, someone speaks and the tool directly changes it into text by listening to or screening the voice.

d. Natural Language Processing

NLP, the fundamental technology behind many of these products, enables AI to comprehend and produce human language for tasks like reading comprehension and grammar exercises.

e. Adaptive Learning Platform

Adaptive Learning Platform is a smart tool that automatically personalizes learning. This tool could analyze students' performance, difficulty, and the best materials that students need. The result is that it becomes quicker, more interesting, and more efficient when it recognizes when you're having trouble, ignores what you've already mastered, and provides you with precisely what you need next. Apps like Duolingo and Quizzes use an adaptive learning algorithm to guide EFL learners.

f. Content Generation Tools

This is an AI tool that simplifies student learning by adjusting educational resources, such as presentations, quizzes, materials, or questions, to the skills and requirements of each learner. In Indonesia in 2025, HOTS or Merdeka curriculum modules can be made in both Indonesian and regional languages using tools such as Ruang Guru, Zenius, and Quipper. As a result, teachers can spend the time and students can study more quickly and fully.

2.1.6 The Function of the Implementation of Artificial Intelligence in EFL Class

Several functions come from the implementation of AI in the EFL Class, such as:

a. Personalized Learning

EFL Students have more chances to optimize their learning and adjust the materials to their abilities. Using AI in the EFL class provides individualized instruction based on the requirements and learning preferences of every student. For example, learning apps like Duolingo or Babbel adjust instruction

or tasks based on EFL students' struggles with and control their learning progress. The apps also guide students based on their levels.

b. Enhance Accessibility

There are three reasons that AI is considered easy to access. First, AI makes it easier for students with disabilities by providing text-to-speech, so that they can gain a better understanding. The second is that AI provides translation in every language, so that EFL students or non-native speakers can understand in their own language. The last is that all students, even teachers, get the same simplified access to AI in every situation. However, AI succeeded in creating a flexible learning environment where everyone can learn everywhere.

c. Instant Feedback and Assessment

AI helps EFL students learning quickly by providing auto-correct for students' exercises. For example, Duolingo or Quizzes instantly check the wrong answers in students' tasks and instantly post the correct answers. Similarly, apps like Grammarly or QuillBot provide the structure and grammar correction, helping EFL students to enhance their writing skills.

d. Smart Tutoring System

AI smart systems could flexibly guide EFL students. AI learn students' learning speed and provides a simple explanation step by step. AI is also adjusting EFL students' learning styles, like auditory learners prefer voice record and music or visual learners prefer pictures, videos, or diagrams.

e. Saving time

For teachers, they can save much time by using AI in classes. Simple example, teachers can optimize AI in student attendance, grade entry, and class scheduling. AI can also be utilized in the creation of effective and exciting teaching modules. This allows teachers to focus on more important things, such as guiding student progress and improving their abilities. As a result, teachers and students can learn and teach more effectively.

2.2 EFL Student Learning

2.2.1 The Definition of EFL (English as a Foreign Language)

English as a Foreign Language (EFL) is a term to describe learners who learn English as a foreign language. The other explanation is that the students who learn English are non-native speakers in a country where English is not always used (Yoko Iwai, 2011). An example of EFL is students in China or Indonesia who learn English, called EFL students.

Although using English in EFL students is rare, especially in learning environments, learners need to continue using English in conversation so that their skills become more refined and proficient over time (Muslem, 2021). Moreover, in this modern world, English leads every aspect of life. Education, technology, business, finance, fashion, and many other sectors, almost all of which require basic English language skills. English has become an international language and is used to communicate and facilitate international affairs. Furthermore, every person is required to master at least the basics of English skills.

Meanwhile, for EFL students, English proficiency is helpful when they enter the workforce. With an understanding of English, EFL students can easily find work and adapt in the workplace. They can also easily expand their careers, especially in international companies, easily understand foreign colleagues, and have easier access to information sources.

2.2.2 The Challenges and Strategies of EFL Students

According to the research by Rosalia and Sidik (2023), which discusses the challenges that come from EFL students and the best strategies to fix them. The researchers investigated 11 students of a Junior High School in Central Jakarta. This study focuses on speaking skills, and the possible challenges that often appear are covering linguistic and non-linguistic factors. The linguistic factors come from the problem within the English language itself (words, structure rules, pronunciation), such as: difficulty starting a conversation, code-switching (change from Indonesian to

English while speaking), and limitations in vocabulary and grammar. Meanwhile, non-linguistic factors come beyond language problems (feelings, habits, and supports, such as: less confidence, unsupportive environment, less interaction with native speakers, lack of variety in activities, and lastly is low motivation and interest.

The researchers outline some strategies to overcome those problems, based on the perspectives of both students and teachers. students' views are: this involves self-practice and peer interaction by joining a discussion group with classmates. And teachers' views are: structured activities, detailed instructions and expectations, encouraging active participants, positive feedback, integrating technology and authentic material, and fostering an inclusive environment by celebrating progress to reward self.

2.3 Teachers' Role

2.3.1 The Definition and Function of Teachers' Role

The role of teachers covers various aspects of students' lives, especially in the classroom. The role of teachers means the responsibility and duty to lead their students to success through adequate learning and guidance processes. Role also means the relationship between teachers and students. In the classroom, teacher have the responsibility to teach, guide, monitor, evaluate, assess, and facilitate their students. All these responsibilities are aimed at the final result that students would reach.

Teachers' role does impact their students' lives, although it does not in the classroom activities. Every aspect that teachers said and taught in the classroom was remembered by students and they will bring it to their personal lives. For example, a student who wanted to throw rubbish anywhere canceled it because he remembered his teacher said that it is a bad attitude. This is why education is very important for everyone, from childhood to building a good personal attitude. A teacher is highly respected by their students because they consider their teacher to be a role model worth emulating. Whatever the teacher does will surely be emulated by the students.

Therefore, it is only fitting that a teacher sets a good example for their students so that these good deeds can serve as lessons for students.

The role of teachers has important functions for students' learning, covering helping the students to enhance knowledge by setting up a situation where students can learn effectively. Moreover, teachers have a wide role, not just in the classroom, but also in society. A Person's habits are built from childhood. Usually, teachers in the primary school build students' habits and the students will bring that habit until their teenage or mature phase. However, this habit will affect other people when this student comes to the society environment. In addition, besides the parenting from parents outside the class, teachers have a big influence on students.

2.3.2 The Dynamics of Teachers' Roles in The Digital Era

Technology has been experiencing significant development in recent decades. The advent of the technology era has brought about major changes in how people communicate, work, and learn. In the context of education, technology is more than just a helpful tool; it has become a primary catalyst that changes how teaching and learning are carried out (Arisant, 2024). This effect on a significant transformation on the role of teachers in the learning process (Prananda, 2020). However, as educators, teachers should adapt to the transformation to continue meeting the needs of students in this digital age, so that the learning process remains relevant (Prananda and Hadiyanto, 2019).

Since the digital era, teachers have been experiencing changes to learning facilitators, besides their role as teachers. Before technology came, the role of a teacher was no longer limited to simply imparting knowledge to students. However, with the advent of technology, the role of teachers has become more compatible as active and efficient facilitators who cater to the needs of students in a digital classroom. Teachers can utilize the advantages of technology to increase students' ability. Teachers can use an online platform, make a creative presentation, ask the students to solve a problem, play a learning game, and many other interactive activities

in the classroom. In addition, using technology can engage students' interest and they will be active during the learning session. The implementation of technology can also persuade students with less motivation in learning because they get a different learning style and are excited to start learn.

Although technology has many functions, it also presents challenges for teachers in adapting to it. Frequent challenges are that teachers lack the ability of technology. Most teachers, especially older ones or those in schools far from cities, who are unfamiliar with technology, have limited ability to utilize it due to a lack of adequate training. Although in this era it is necessary to implement technology to keep up with civilization. There must be ongoing training for teachers so that they are prepared to face the digital era. Additionally, another challenge for teachers is the accessibility of technology. In educational institutions located in remote villages, internet access is difficult to obtain, and teachers face problems in implementing technology. As a result, students do not have the same opportunities as those in urban schools who enjoy easier internet access.

2.3.3 The Changing Role of Teachers in The AI Technology Era

In this modern era, people cannot avoid using AI or prohibit others from using it. By utilizing all the benefits of AI, it can make all aspects of life easier. In Education, technology is greatly facilitating teachers and students in the classroom. Teaching and learning activities become flexible after integrating AI. However, there is a statement in society that AI will replace teachers' roles in the future. This argument makes people worried about the future of Indonesian children. Imagine if AI replaced children's futures, and teachers were no longer important, because children did not need them anymore, and AI merged the entire process of teaching and learning.

The fact is that this statement is incorrect, because they only see AI from one side. The important thing that everyone should consider is the benefits that AI has given. On the other hand, educators can avoid the negative impact by monitoring the use of AI in the school environment. Teachers and educators can give AI training to

students on how to use AI correctly. They should stress to students that AI functions are helping them, not replacing the students to do their work. While in the classroom, teachers focus on uniquely human skills. For example, teachers can sense when a student is frustrated and motivate them to rekindle their enthusiasm. This is one of the skills that AI does not possess, and only teachers or educators can implement it for students. From this example, people should remember AI does not create to replace anyone, especially teachers.

In addition, the global development of AI is beneficial to people in many ways. AI has helped with some of the everyday duties that teachers used to complete in the classroom. Nonetheless, this change is positive since it greatly lessens the workload for instructors, making their jobs more manageable. Teachers can now concentrate more on their crucial function as students' mentors and moral guides. Rather than replacing teachers, AI technology is fundamentally transforming their role from being the primary providers of knowledge to becoming facilitators and mentors. This change frees up educators to focus on building human-centric abilities and offering students specialized support by enabling AI to handle administrative work and provide personalized education. Therefore, teachers' roles are experiencing several shifts to simplify their work, they are:

- a. From the provider of information to a mentor and facilitator

Students can get the information instantly using AI and even, get basic guidance through AI platforms, such as Khan Academy or Duolingo. Thus, teachers can guide students to critically process the information, discuss it, and design project-based learning.

- b. From administrator to data analyst

AI can help teachers complete time-consuming tasks such as grading, taking attendance, and lesson planning, helping teachers save several hours of work each week. AI can also help teachers analyze students' progress, difficulties, and support needs.

- c. From standard teachers to personalized learning teachers

AI informs teachers about the learning styles, speeds, and interests of each student, while teachers adapt to the class and design creative learning to engage students in the classroom.

d. From soul authority to the ethical guide

As students use AI, teachers should give students an understanding of how to be responsible in using AI. In another world, teachers teach students digital literacy.

e. Emphasis on Emotional and Social Development

Most of all, the empathy, motivation, emotional bonds, the ability to work together, and the formation of a safe and supportive classroom community remain the exclusive domain of humans. Teachers are still the role models who shape the character of students and may not be irreplaceable even as AI continues to develop.

AI has many limitations despite its potential. It can effectively manage repetitive chores, but it is unable to coach students, encourage them through face-to-face engagement, or inspire them through personal interactions. Therefore, the combination of teacher work systems and AI is useful and complementary to classroom learning.

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

This research aims to explore and analyze how the use of Artificial Intelligence is perceived from the perspective of EFL teachers and students, whether AI enhances students or replaces teachers' roles. This research consists of three variables, namely AI's role as the first variable, EFL student learning as the second variable, and teachers' role as the third variable. This research employed a qualitative method to describe those variables.

A qualitative approach is employed to gain a deep understanding of participants' experiences, perceptions, and reflections regarding the role of AI in EFL classrooms. This approach enables the researcher to explore how students and instructors interpret AI as either a supportive tool or a potential replacement for the teacher's role. By collecting rich and nuanced data, the study seeks to thoroughly examine how AI influences teaching practices, learning processes, and classroom dynamics within authentic educational settings.

The Qualitative research seeks to understand and interpret human experiences and social phenomena through in-depth exploration and analysis. Unlike quantitative methods, it emphasizes context and the complexity of human behavior, using techniques like interviews, focus groups, and observations to gather rich, subjective insights (Creswell & Poth, 2016).

The qualitative approach yields important findings for studying students' feelings, and it is a well-known method utilized in prior research on perception. According to Creswell (2012), qualitative research entails studies that use and collect a variety of empirical materials such as case studies, personal experiences, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives.

According to Moleong (2010), qualitative methods involve research procedures that yield data as written or spoken words from individuals and observable behaviors. Without using numbers or statistics, all data is gathered and interpreted in the form of words and sentences rather than numbers.

3.2 Research Context

This study was conducted in the context of EFL (English as a foreign language) classrooms in the English Education Department of UIN Ar-Raniry and Syiah Kuala University in Banda Aceh. Continuing the previous statement, where both students and lecturers are utilizing Artificial Intelligence (AI) in their activities, focusing on the teaching and learning process. The instructional practices in this environment include:

1. The integration of AI for assisting students in writing, translation, and comprehension activities
2. Classroom discussion on the ethics of using Artificial intelligence in learning
3. The teacher guided the learning activities on how to combine AI with human critical thinking
4. Interactive dialogue between educators and learners to consider how AI may enhance or impact classroom instruction

This context provides meaningful information to examine how AI will enhance students' learning and what the impact to the lecturers from the lecturers' perspective. It also allows the researcher to know whether AI acts as a supportive tool or replaces teachers' roles in academic institutions.

3.3 Research Location

3.3.1 Population and Sample

a. Population

The population of this study is EFL lecturers who are currently implementing Artificial Intelligence in the classroom and EFL students who are using AI in their learning, specifically in the English Language Department of UIN Ar-Raniry and

Syiah Kuala Universities. These participants are three EFL teachers from The University of Syiah Kuala and three students from UIN Ar-Raniry who are adapting to AI in learning. This particular group was chosen because of their experience in utilizing AI in the classroom.

b. Sample

The sample consisted of people who were representative of the population. Furthermore, sampling is a method of capturing a representative subset of the total population (Riduwan, 2010). For this research, the researcher used purposive sampling. Sugiono (2015) stated that “Purposive sampling is a technique of sampling the source data with certain considerations” (p. 300). The researchers select one or more cases from which they can learn the most and manage data collection to obtain a representation of the phenomenon.

Researchers should be selective in selecting participants who can provide valuable insights into our research questions (Creswell, 2017). Purposive sampling involves selecting individuals with the belief that their inclusion will enhance their contribution to your analysis. In this context, the research sample consisted of three teachers and three EFL students (male or female) from the English Language Department. All participants had experience in implementing Artificial Intelligence in their classrooms.

3.4 Research Instrument

In order to collect the data for this research, the researcher used the interview method. This tool was utilized to collect detailed data on lecturers’ and students’ perceptions of how Artificial Intelligence (AI) can help students’ ability to understand English. The qualitative research interview is a social interaction based on conversation, where knowledge is constructed in the interaction between the interviewer and the interviewee (Qu & Dumay, 2011). Interviews involve the collection of data through direct interaction between the researcher and the person being

researched. It can determine data at a deeper level than any other measurement methodology. There are three main types of interviews: structured interviews, semi-structured interviews, and unstructured interviews. In a structured interview, the interviewer asks specific questions based on the interview guide and does not deviate from these questions. In a semi-structured interview, the interviewer follows a guide that lists questions that cover all the key information the researcher needs, but also provides opportunities to ask follow-up questions. In an unstructured interview, the interviewer does not list questions as a guide. Instead, she asked questions based on the responses of the interviews.

This study employed semi-structured interviews as the primary data collection method. Semi-structured interviews allow the researcher to prepare a set of guiding questions while also providing flexibility to ask follow-up questions based on participants' responses. According to John W. Creswell and J. David Creswell (2017), semi-structured interviews are commonly used in qualitative research because they enable researchers to explore participants' experiences and perspectives in greater depth while still maintaining a clear focus on the research objectives.

The researcher chose semi-structured interviews for two main reasons. First, this type of interview allows the researcher to obtain in-depth information about lecturers' and students' experiences and perceptions regarding the use of Artificial Intelligence (AI) in EFL classrooms. It enables the researcher to explore how AI influences the process of learning, whether it helps lecturers in guiding their students or it can shift lecturers' roles. Besides, semi-structured interviews are flexible, so the researcher can ask follow-up questions to elucidate participants' answers and obtain more in-depth and significant insights.

Second, semi-structured interviews offer a harmony of flexibility and structure. The usage of an interview guide guarantees that all important subjects pertaining to the study objectives are methodically covered, including how AI improves learning, how

it affects teacher autonomy, and how it affects classroom interaction. During the interview process, the researcher might simultaneously investigate new concepts or surprising viewpoints. In qualitative research, this adaptability is crucial for capturing participants' thoughts, perceptions, and actual experiences using AI in an EFL classroom.

In this study, the interview questions were designed to explore two main aspects: (1) the roles of Artificial Intelligence (AI) in enhancing EFL students' ability in the classroom and (2) how the use of AI affects the role of lecturers in the classroom based on their perspectives. The researcher expected the participants to share their experiences of using AI tools for language acquisition, their opinions of the advantages and difficulties of AI, and how AI affects their ability to study independently, think critically, and engage with others in the classroom. Participants are also asked to consider how AI affects interactions between teachers and students and if it serves more as a helpful tool or as a possible substitute for specific teaching roles.

3.5 Technique of Data Analysis

The data from the interviews were analyzed using interpretive qualitative analysis. The process of analyzing qualitative data consists of several steps, including transcribing, translating, and coding the collected data. According to Creswell and Poth (2016), qualitative data analysis involves organizing, preparing, and interpreting textual data to understand participants' experiences and perspectives. The data analysis process in this study involved three key stages: transcription, translation, and thematic coding. These steps were systematically carried out to organize and interpret the data, ultimately identifying themes and patterns related to the role of reading English literature in enhancing students' critical thinking skills.

The first step was transcribing the recorded face-to-face interviews. Partial transcription was employed, focusing on the most relevant and meaningful sections of the interviews. This approach ensured that the transcribed data directly addressed the

research questions. The transcription process was essential for capturing the participants' insights accurately and preparing the data for further analysis (Creswell & Poth, 2016).

For interviews conducted in Bahasa Indonesia, the transcriptions were translated into English. This step was necessary to ensure that the data could be presented and analyzed in a language suitable for a broader academic context. The translation process was carried out carefully to preserve the original meaning and context of the participants' responses while ensuring clarity and coherence. Maintaining the authenticity of participants' responses is an important aspect of qualitative research analysis (Creswell & Poth, 2016).

Following transcription and translation, the data were coded and thematically analyzed to identify recurring patterns and significant ideas. Coding involves organizing qualitative data into meaningful categories that represent similar concepts or ideas. As explained by Johnny Saldaña (2016), coding is a fundamental process in qualitative research that helps researchers categorize and interpret data systematically.

The coded data were then organized into overarching themes that represented patterns found across participants' responses. Thematic analysis enables the researcher to identify and interpret significant themes within qualitative data related to the use of Artificial Intelligence (AI) in EFL classrooms. This step provided a structured and comprehensive understanding of how AI supports or influences students' learning processes, as well as how it affects the role of teachers in the classroom.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

4.1 Results

This section presents the findings of the study based on the research questions formulated in Chapter I. The findings are derived from semi-structured interviews conducted with three lecturers and three students from the English Education Department Program who have experience utilizing Artificial Intelligence (AI) in the EFL classroom.

The presentation of the findings is organized according to the two research questions of this study. The first part explains the roles of Artificial Intelligence (AI) in supporting EFL students' learning and its contribution to their language development. The second part discusses how the use of AI influences the role of teachers and the overall teaching and learning process in the classroom. Each finding is presented through a narrative explanation followed by quotations from the interview data to support the analysis.

The following are statements from 6 informants, with 3 lecturers and 3 students, whom the researcher has interviewed, who already have experience using AI in the classroom. The researcher takes both students and lecturers as a comparison from two different views, the educator and the person being educated. The participants consisted of three students and three lecturers. Student participants were coded as P1–P3, while lecturer participants were coded as L1-L3 to maintain confidentiality.

4.1.1 Artificial Intelligence enhances EFL students' learning and influences teachers' autonomy

The first research question investigates whether Artificial Intelligence (AI) might support students' learning or replace teachers' roles in the future. The findings

indicate that AI has a significant positive learning impact and improves students' ability, including language skills, promoting independent learning, and encouraging critical thinking. Both students and lecturers perceived AI as a supportive learning tool that provides easier access to learning materials, immediate feedback, and personalized assistance.

The participants also emphasized that AI enables students to become more autonomous learners. They can access more information, practice English skills, and receive explanations outside the classroom. Furthermore, AI encourages students to evaluate and analyze information critically when it is used appropriately. However, participants also noted that excessive reliance on AI may reduce students' critical thinking abilities if they accept information without evaluation.

4.1.1.1 Artificial Intelligence Enhances Students' English Skills

The findings revealed that Artificial Intelligence (AI) has a significant role in students' learning and improves their English skills, including enhancing vocabulary, grammar, pronunciation, and comprehension. Most participants stated that AI is a supportive tool that provides a simple way to learn and support independent language learning. Moreover, AI is available to give instant feedback for students' work.

Participant 1 explained that AI helps students improve their English skills by providing vocabulary support and grammatical correction:

"AI helps students in finding synonyms and new vocabulary, and improving grammar. AI can also be a personal assistant who corrects errors when students write and speak without judging them." (P1)

Similarly, Participant 2 stated that AI functions as a learning assistant that helps students understand English materials and improve their speaking skills:

“AI plays a role as the assistant who helps students understand the material easily. For example, when students find it difficult to understand some topics, they can ask AI for a better explanation.” (P2)

In addition, Participant 3 emphasized that AI provides learning materials and information that support students' English learning process:

“AI is very helpful in increasing English skills because AI provides various information and materials that are needed for learning. Nowadays, many students use AI to add learning resources.” (P3)

This finding was also supported by Lecturer 2, who stated that AI assists students in practicing vocabulary and grammar through immediate feedback:

“AI is very helpful for students, especially in practicing vocabulary and grammar because students can receive immediate feedback, making it easier to learn and correct their mistakes.” (L2)

These responses demonstrate that Artificial Intelligence (AI) helps students improve their ability to learn English by utilising the features AI has provided. Furthermore, AI serves as an accessible learning assistant that enables students to practice English independently and receive personalized support according to their learning needs.

4.1.1.2 Artificial Intelligence Promotes Independent Learning

Research shows that AI promotes both independent and reflective learning among students. AI enables students to access learning materials according to their needs, learn independently outside the classroom, and evaluate information critically. Moreover, learning resources are more broadly and flexibly available, sometimes free to access. However, students can get a clearer explanation, practice it, and get instant correction, although lecturers are not with them.

Participant 1 explained that AI helps students understand materials easily through additional explanations:

“AI helps students in many ways. For example, when students do not understand the topic well after lecturers have explained it in class, students can ask AI to provide simply explanation.” (P1)

Otherwise, Participant 2 stated that AI serves as a learning companion that provides guidance, feedback, and learning resources:

“Students can use AI for learning resources, finding research references, giving suggestions in academic writing, answering questions, and giving feedback. In the meaning, AI is a support system learning who provides suggestions instantly.” (P2)

This finding was also supported by Lecturer 1, who explained:

“AI supports independent learning. Students can learn anytime and anywhere, and are not dependent on the lecturer. For example, when they do not understand a certain topic, they can ask AI and get the explanation quickly.” (L1)

Similarly, Lecturer 2 explained that AI encourages students to become more autonomous learners:

“Learning becomes more efficient because AI provides feedback quickly, and AI also adjusts the material based on the student's proficiency level. On the other hand, AI can also develop self-confidence because students can practice alone without fear of making mistakes in front of their lecturers and friends.” (L2)

These findings demonstrate that Artificial Intelligence promotes independent learning by providing accessible learning resources, immediate explanations, and personalized support. AI enables students to become autonomous learners who can seek information,

solve learning problems, and develop their knowledge independently according to their individual learning needs.

4.1.1.3 Artificial Intelligence Develops Students' Critical Thinking

The findings revealed that Artificial Intelligence (AI) can contribute to the development of students' critical thinking skills. Both students and lecturers emphasized that AI encourages students to analyze information, compare different perspectives, and evaluate the accuracy of AI-generated responses.

Participants explained that AI has both positive and negative effects on students' critical thinking abilities. On the one hand, AI can improve high-level cognitive engagement by automating repetitive chores, giving students more time to do complicated problem-solving, in-depth analysis, and information review. On the other hand, an over-reliance on AI may weaken critical thinking abilities.

Participant 2 stated that AI supports critical thinking when it is used wisely:

"AI will help students' critical thinking if students use it wisely. When students face a complex question or problem, AI can provide a clear answer that certainly helps students understand more." (P2)

Similarly, Participant 3 explained that AI encourages students to consider different perspectives:

"If students accept all the information without evaluating or analyzing before, their critical thinking never increases. Otherwise, if students take the information from AI and analyze it by themselves, it certainly increases their critical thinking." (P3)

This finding was supported by Lecturer 1, who stated:

"Students can compare information, evaluate AI's answer, then develop their idea. But their critical thinking will decrease if the information from AI is copied

instantly without analyzing it. Lecturers' roles are very important here in directing their students while using AI." (L1)

Likewise, Lecturer 3 emphasized that AI encourages students to analyze and evaluate information:

"Besides giving information, AI also encourages students to analyze, evaluate, and use the information wisely." (L3)

These responses demonstrate that Artificial Intelligence (AI) can enhance students' critical thinking when they evaluate and analyze information from AI, not copy it instantly. Nevertheless, dependence on AI without reflection may hinder the development of critical thinking skills.

4.1.2 AI Functions Primarily as a Supportive Tool rather than Replacing Lecturers' Roles

The second research question investigates whether Artificial Intelligence (AI) functions as a supportive tool or replaces lecturers' roles in EFL classrooms. The findings revealed that both lecturers and students perceive AI primarily as a supporting technology that assists teaching and learning rather than replacing lecturers.

Participants explained that AI contributes to various instructional activities, such as preparing teaching materials, preparing classroom activities, providing learning resources, and assisting with administrative tasks. The use of AI allows lecturers to work more efficiently and spend more time interacting with students. Furthermore, AI supports personalized learning by helping students access explanations, feedback, and additional materials according to their individual needs.

However, the future of education will always require human teachers because of the relational, emotional, and ethical aspects that are difficult for AI to replicate, especially as AI continues to advance. AI needs to be a partner in strengthening the

profession—not a replacement. Participants emphasized that AI cannot replace the essential roles of teachers. Most of all, they give life lessons and morals. Certainly, AI does not provide that, except for information that AI has summarized from websites on the internet.

4.1.2.1 Artificial Intelligence Facilitates Teaching and Learning Activities

The findings revealed that AI is a supportive tool for lecturers in the teaching and learning process by facilitating automated administrative processes, customizing student learning, and producing real-time analytics. Participants explained that AI helps lecturers prepare teaching materials, create classroom activities, develop assessments, and provide feedback to students. Moreover, the integration of AI also allows lecturers to spend more time interacting with students because several administrative and technical tasks can be completed more efficiently.

Participants viewed AI as a useful facilitator that helps instructors with a variety of teaching and learning tasks. By helping with lesson planning, material development, classroom activities, and learning resources, AI improves instructional efficiency, according to both lecturers and students.

Participant 3 explained that AI facilitates classroom learning:

“AI can function as a tool that facilitates the learning process. I have a lecturer who always encourages us to use AI as an academic facilitator. However, he also stressed that AI is only a tool and the result must be further developed by students.” (P3)

Similarly, Participant 1 stated:

“AI helps lecturers in creating an interactive learning. Lecturers can use AI to make a relevant modern case study, resulting in an interesting visual of learning, and it can save much time, allowing lecturers to focus more on students.” (P1)

Lecturer 1 explained that AI improves instructional efficiency:

“AI helps lecturers prepare course materials, make quizzes, and organize classroom activities. AI makes administrative work more efficient so lecturers can focus more on interaction with students.” (L1)

Furthermore, Lecturer 3 explained:

“AI helps lecturers while preparing the learning material according to students’ needs. AI also helps lecturers in giving feedback to students. Several AI-based platforms can correct grammar, writing, or pronunciation. Thus, students still get feedback quickly, and lecturers still monitor students’ learning development.” (L3)

These responses can be interpreted as indicating that AI functions as a facilitator for lecturers in managing instructional preparation, material development, and classroom management. Nevertheless, lecturers continue to play the central role in guiding students and facilitating meaningful learning experiences.

4.1.2.2 Artificial Intelligence Support Lecturers’ Professional Responsibilities

The findings revealed that Artificial Intelligence (AI) supports lecturers’ professional responsibilities in various aspects of teaching and learning. Both lecturers and students perceived AI as a useful tool that assists lecturers in preparing instructional materials, designing classroom activities, providing feedback, and managing administrative tasks. The use of AI enables lecturers to work more efficiently and allocate more time to guiding students during the learning process.

Participant 2 explained that AI assists lecturers in finding references and learning materials to support classroom instruction:

“In a learning context, AI helps lecturers in research and finding resources. AI gives access to various references and relevant learning materials to support the preparation of the learning process.” (P2)

Similarly, Participant 3 stated that AI helps lecturers create more interactive learning activities and save instructional time:

“AI helps lecturers in creating interactive learning. Lecturers can use AI to make relevant modern case studies and interesting visual learning materials. It can save much time, allowing lecturers to focus more on students.” (P3)

This finding was supported by Lecturer 1, who explained that AI assists lecturers in preparing teaching materials and classroom activities:

“AI is quite helpful in preparing course materials, making quizzes, brainstorming class activities, and helping lecturers compile assessment rubrics. AI makes administrative work more efficient, so lecturers can focus more on the learning process and build interaction with students.” (L1)

Similarly, Lecturer 3 emphasized that AI supports several professional responsibilities, including material preparation, feedback, and administrative tasks:

“AI helps lecturers prepare learning materials and provide feedback to students. It also helps organize materials, prepare evaluations, and analyze learning outcomes. Therefore, lecturers have more time to guide students and maintain interaction in the classroom.” (L3)

These findings show that Artificial Intelligence can really help lecturers handle their daily responsibilities more smoothly. By making tasks like preparing lessons, managing classes, giving feedback, and handling administrative work much easier and faster, AI gives lecturers more time and energy to focus on what matters most: actually teaching, guiding, and connecting with their students.

4.1.2.3 Artificial Intelligence Irreplaceable Human Lecturers

The future of education will always require human teachers because of the relational, emotional, and ethical aspects that are difficult for AI to replicate, especially as AI continues to advance. AI needs to be a partner in strengthening the profession and not a replacement for lecturers.

Participants also explained that AI will never replace the role of lecturers because there are several aspects that teachers have that AI does not. In the classroom, lecturers not only give information or knowledge. Most of all, they give life lessons and morals. Certainly, AI does not provide that, except for information that AI has summarized from websites on the internet.

Participant 3 stated that lecturers remain necessary because AI cannot validate information and guide students directly:

“Although AI is advances technology, AI has limitations. Especially in guaranteeing the accuracy of the information. Therefore, lecturers’ role is very important in guiding and validating information.” (P3)

Similarly, Participant 2 explained that human teachers possess abilities that cannot be replaced by AI:

“I don’t think AI will replace human lecturers. AI and humans have their own abilities. AI can access big data, but a machine cannot understand students as a lecturer. Otherwise, lecturers can assess progress and what students need that AI cannot do.” (P2)

This finding was supported by Lecturer 1, who emphasized that education involves emotional and social aspects:

“Students certainly need a figure who humanely understands their conditions. So, I see in the future AI will be a support tool for lecturers, not to replace them. Maybe

the learning will be more technology-integrated, but teachers' roles are very important for students.” (L1)

Likewise, Lecturer 3 explained that the future of education is more likely to involve collaboration between teachers and AI rather than replacement:

“AI may provide answers or solutions, but AI does not have life experience, intuition, or emotional understanding like humans. Therefore, lecturers will still be needed as facilitators, mentors, and human guides.” (L3)

These findings demonstrate that human teachers remain irreplaceable in EFL classrooms. Although AI can support teaching and learning activities, it cannot replace teachers' emotional support, professional judgment, and interpersonal relationships with students. Therefore, participants viewed AI as a complementary tool that assists teachers rather than as a replacement for their essential roles in education.

4.1.3 Human Guidance Remains Essential to Maintain Interaction

The third study question investigates how artificial intelligence (AI) might affect human interaction in EFL courses and how teachers might keep AI from diminishing meaningful communication between students and lecturers. AI has both positive and negative effects on classroom engagement, according to the studies. AI has the potential to boost students' engagement in class activities, motivation, and self-assurance. However, an over-reliance on AI may reduce face-to-face engagement and communication between instructors and students.

Human interaction is still a crucial part of the teaching and learning process, according to both lecturers and students. AI can offer knowledge, feedback, and learning support, but it cannot replace lecturers' direction, inspiration, and emotional support. As a result, participants thought AI should be incorporated into EFL classes as a supplementary tool while instructors continue to foster meaningful connection and sustain students' interest in the learning process.

4.1.3.1 Artificial Intelligence Influence Learning Motivation

The findings revealed that Artificial Intelligence (AI) positively influences students' motivation in learning English. In particular, the use of AI increases students' motivation to learn English because AI provides learning that is more interactive, personalized, and according to the needs of each student.

Most of the participants said the same thing. They said that AI is very helpful in increasing students' motivation to learn English. However, one participant had a different opinion. According to that participant, if students use AI too often, especially if they directly copy AI answers, they tend to focus solely on completing assignments.

Participant 1 explained that AI creates a comfortable learning environment that encourages students to learn English:

“AI will increase learning motivation by creating a comfortable learning environment. Students don’t need to be embarrassed when they make grammar or pronunciation errors. AI never gave negative assessments as it feels when studying with others.” (P1)

Similarly, Participant 3 stated that AI motivates students to explore more information and learning materials:

“AI increases students’ learning motivation because when students get motivation from AI, that encourages them to find related information on the topic. Its pushes students’ interest in exploring the material.” (P3)

This finding was supported by Lecturer 2, who explained that AI makes learning more interactive and enjoyable:

“AI is quite helpful in increasing students’ learning motivation because they can study easily and interactively.” (L2)

Likewise, Lecturer 3 emphasized that AI can increase motivation when it is used appropriately:

“AI helps students become more engaged in learning because it provides immediate feedback and makes learning activities more interesting. However, the use of AI also has its challenges. If students become too dependent on AI, their motivation to think and learn independently may decrease. Therefore, lecturers need to guide students to use AI as a supportive learning tool, not as a substitute for their learning efforts.” (L3)

The researcher interprets that AI can positively influence students’ motivation by making learning more accessible, flexible, and less intimidating. Nevertheless, students need to use AI responsibly so that it supports learning rather than creating dependency.

4.1.3.2 Artificial Intelligence Affects Students-Lecturers Interaction

The findings revealed that Artificial Intelligence (AI) influences student–lecturer interaction in EFL classrooms. AI can strengthen classroom interaction by providing students with preliminary knowledge before class discussions. As a result, students are more prepared to ask questions, share opinions, and engage in meaningful discussions with their lecturers.

Most of the participants shared similar views. They stated that AI can improve student–lecturer interaction when information generated by AI is used as a topic for discussion and deeper exploration in the classroom. However, some participants also pointed out that excessive reliance on AI may reduce interaction. When students depend too much on AI to complete assignments, they may become less likely to consult lecturers or participate actively in classroom discussions.

Participant 3 explained that AI can become a source of classroom discussion and encourage interaction between students and lecturers:

“AI can be a topic of discussion with lecturers. That topic can be brought up for discussion, comparison, and verification in class to create academic interaction between the lecturer and students.” (P3)

Similarly, Participant 2 stated that the influence of AI on classroom interaction depends on how students use it:

“The impact of AI on classroom interactions depends on how it's used. When used to support critical thinking and discussion, AI can enhance learning. However, if used solely to complete assignments without enhancing understanding, learning interactions become less meaningful.” (P2)

This finding was supported by Lecturer 1, who explained that AI can increase discussion but may also reduce interaction when students become too dependent on it:

“Students can access more information from AI and discuss it with lecturers. Otherwise, the negative impact is that students can become passive if they depend on AI rather than discussing with their lecturers.” (L1)

Likewise, Lecturer 3 stated that AI can strengthen classroom discussion when it is used appropriately:

“AI can strengthen interaction between students and lecturers because it helps students understand materials before class and makes them more confident in discussions.” (L3)

The researcher interprets that AI can improve student-lecturer interaction by helping students to prepare and be confident in discussions. However, excessive reliance on AI may reduce direct communication with lecturers. Therefore, AI should be used as a supportive tool rather than a replacement for meaningful interaction.

4.1.3.3 Teacher Guidance Balances the Use of AI in the Classroom

The results showed that lecturer guidance is still crucial for learning with AI assistance. Although artificial intelligence (AI) offers several advantages for studying English, both students and instructors stated that technology cannot take lecturers' roles. Lecturers are still needed to direct students, monitor their progress, verify information, and assist students in making responsible and critical use of AI.

Participants clarified that in order to prevent students from becoming overly reliant on technology, AI should be used under the controlling by lecturers. Lecturers are crucial in helping students assess information, cultivate critical thinking skills, and use AI wisely. As a result, lecturers are still creating engaging learning opportunities, with AI serving as a supporting tool.

Participant 3 emphasized the importance of lecturers in guiding students and validating information obtained from AI:

“Although AI is advanced technology, AI has limitations, especially in guaranteeing the accuracy of information. Therefore, lecturers' role is very important in guiding and validating information.” (P3)

Similarly, Participant 2 stated that AI and lecturers have different functions in the learning process:

“AI can access a large amount of information, but it cannot understand students as lecturers do. Lecturers can assess students' progress and understand what students need.” (P2)

This finding was supported by Lecturer 2, who explained that using AI should be under lecturers' control:

“AI should still be used under lecturers' guidance. Technology can support the learning process, but lecturers still control the objectives and learning activities.” (L2)

Likewise, Lecturer 3 emphasized that future education should involve collaboration between AI and lecturers:

“I believe that future education will move toward collaboration between lecturers and AI. Lecturers will remain facilitators and mentors, while AI will function as a supporting tool to improve learning effectiveness.” (L3)

4.2 Discussion

This study aims to explore the role of Artificial Intelligence (AI) in EFL learning, specifically whether AI is more beneficial in improving students' skills or whether it has the potential to replace lecturers' roles in the classroom. Based on in-depth interviews with three students and three lecturers from the English Language Education Program at UIN Ar-Raniry and Syiah Kuala University in Banda Aceh, the overall findings indicate that AI is a highly valuable tool capable of improving the quality of students' English language learning. However, AI cannot fully replace lecturers because the teaching process involves emotional, social, relational, and pedagogical aspects that only humans can fulfil.

One of the main findings was AI's contribution to improving students' English proficiency. Both students and lecturers reported significant improvements in vocabulary, grammar, pronunciation, writing, and reading comprehension. AI provided clear explanations, instant error corrections, relevant examples, and personalized feedback. As P1 stated, AI functions as a non-judgmental assistant, allowing students to practice without feeling embarrassed or afraid of making mistakes. This finding aligns with Zawacki-Richter et al. (2019), who emphasize the power of AI in providing adaptive feedback, as well as Holmes et al. (2021) on personalized learning. In the context of EFL in Indonesia, these advantages are particularly relevant because students often face psychological barriers, such as low self-confidence when speaking or writing in English in front of lecturers and classmates. The flexibility of AI, which

allows for unlimited repeated practice, is a key factor driving improvements in their skills.

In addition, AI has also been shown to promote self-directed learning among EFL students. Both students and lecturers stated that with the use of AI, students can access materials, seek additional explanations, find references, and practice in every situation without having to rely on lecturers at all times. Statements L1 and P2, which note that students do not need to wait for class sessions to seek clarification, support the argument by Luckin et al. (2016) that intelligent tutoring systems enhance learner autonomy. However, this study also identified an important nuance: while AI enhances independence, this does not mean students can learn entirely on their own. They still require lecturers' guidance to assess the quality and reliability of AI-generated information, especially in an era where AI-generated content sometimes contains errors.

The findings of this study also indicate that AI has the potential to develop students' critical thinking skills when used wisely. Some participants explained that students need to analyze, compare, and verify AI's results before accepting them. This aligns with Hading et al. (2024), who found a similar pattern among EFL students in Makassar. On the other hand, this study also identified a real risk: overreliance on AI tends to make students passive. As several participants noted, students who instantly copy AI-generated answers without a deep understanding will miss opportunities to enhance their critical thinking skills. Therefore, the role of lecturers is crucial in teaching the responsible use of AI, thereby transforming AI from a mere shortcut into a productive thinking partner.

From a lecturer's perspective, AI serves as a highly practical teaching assistant. AI helps prepare instructional materials, design classroom activities, create assessments, and provide preliminary feedback to students. This significantly reduces the administrative tasks, giving them more time to interact directly with students.

Statements L1 and L3, which emphasize this efficiency, support the findings of Chen and Tsai (2022) as well as Nikitina and Ishchenko (2024). In the context of higher education in Aceh, where lecturers often face a heavy teaching load, AI can serve as a solution that helps them focus on more substantive aspects of teaching.

Nevertheless, the strongest and most consistent finding of this study is that human instructors remain irreplaceable in EFL classrooms. Nearly all participants, including students (P2 and P3) and instructors (L1 and L3), emphasized that AI lacks empathy, emotional understanding, moral guidance, and the ability to build relationships with students. This finding aligns with Seo et al. (2021) and Nikitina and Ishchenko (2024), who concluded that teaching is not merely the transmission of information but also involves understanding students' emotional and individual needs. In the Indonesian educational context, particularly in Aceh, the personal nature of the lecturer-student relationship, rich in cultural and religious values, makes this human aspect all the more important and difficult for technology to replace.

Furthermore, human guidance remains essential for maintaining meaningful interactions in the classroom. Although AI can boost motivation and prepare students for discussions (as mentioned by P3 and L3), overreliance on AI risks reducing direct communication between students and lecturers. Some participants noted that students who rely too heavily on AI tend to become less active in class. Therefore, lecturers play a crucial role in balancing the use of AI by guiding students to use the technology wisely, verifying information, and facilitating in-depth discussions.

Overall, the findings of this study reinforce that Artificial Intelligence has the potential to enhance EFL learning by improving language proficiency, fostering independence, stimulating critical thinking, and increasing teaching efficiency. However, AI should be positioned as a complementary tool, not a replacement for lecturers' roles. The integration of AI in Indonesian EFL classrooms, particularly at regional universities such as those in Banda Aceh, must be carried out with well-

thought-out pedagogical strategies by lecturers to maximize its benefits while minimizing risks such as over-reliance, a decline in critical thinking skills, and a weakening of human interaction.



CHAPTER V

CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusion

This study was conducted to answer two main research questions: (1) what are the roles of Artificial Intelligence (AI) in English language learning, and (2) whether AI enhances EFL students' learning or replaces lecturers' roles. Based on the findings presented in Chapter IV, several conclusions can be drawn.

First, regarding the first research question, the findings indicate that AI plays several important roles in English language learning. The study revealed that AI supports students in improving their English skills, facilitates independent learning, enhances critical thinking, increases motivation to learn, and provides easier access to learning resources. The participants explained that AI helps students improve grammar, vocabulary, pronunciation, and writing skills by providing immediate feedback and personalized assistance. In addition, AI enables students to access information anytime and anywhere, making learning more flexible and accessible.

The findings also demonstrate that AI serves as a facilitator for both students and lecturers. Students reported that AI helps them understand difficult materials, explore different perspectives, and prepare for classroom discussions. At the same time, lecturers explained that AI assists them in preparing teaching materials, designing classroom activities, generating assessments, and accessing educational resources more efficiently. These findings support the idea that AI is a supportive educational tool that enhances both teaching and learning processes.

Second, regarding the second research question, the findings show that AI is more likely to enhance EFL students' learning rather than replace lecturers' roles.

Students perceived AI as a learning assistant that provides explanations, feedback, and learning support without judgment, which helps them become more confident and independent learners.

However, the findings also revealed several concerns regarding excessive reliance on AI. Both students and lecturers emphasized that overdependence on AI may reduce critical thinking, direct communication, and meaningful interaction in the classroom. Participants argued that students who rely too heavily on AI-generated answers may become less active in discussions and less likely to seek guidance from lecturers. Therefore, AI should be used critically and responsibly to ensure that it supports learning rather than creating dependency.

Furthermore, the findings indicate that AI cannot replace lecturers' roles in the educational process. Although AI is capable of providing information quickly, generating learning materials, and assisting with academic tasks, participants consistently highlighted that AI lacks the human qualities necessary for effective teaching. Lecturers play essential roles in mentoring students, providing emotional support, fostering critical thinking, developing students' character, and facilitating meaningful interaction. These responsibilities require human judgment, empathy, and experience that cannot be fully replicated by AI technology.

Moreover, the results of this study are consistent with the theoretical framework discussed in Chapter II, which views AI as a supportive educational technology that enhances learning efficiency and accessibility while maintaining the importance of human interaction in education. The findings suggest that the successful integration of AI depends not only on technological advancement but also on how students and lecturers utilize AI responsibly within the learning process. Overall, this study concludes that AI has a positive contribution to English language learning and serves

as a valuable educational tool. Nevertheless, the role of lecturers remains essential in ensuring meaningful learning and student development.

5.2 Suggestion

Based on the study's findings and conclusions, several suggestions are proposed for students, teachers, and future researchers.

5.2.1 For Students

Students are encouraged to use AI as a learning support tool rather than relying on AI completely. Although AI is very easy to access now, students should be aware not to use AI by instantly copying it. They should critically evaluate AI-generated information, develop their own understanding, and actively participate in classroom discussions. Students should realize AI is a tool that helps them, not replaces their own thinking. By using AI responsibly, students can improve their English skills while maintaining their critical thinking and independent learning abilities.

5.2.2 For Lecturers

Most students in the classroom often do their work using AI instantly. This had a significant effect on their critical thinking because they can be irresponsible in completing their tasks. However, lecturers might control the students while using AI in the classroom or checking their tasks, whether students make it by AI completely or not. Moreover, Lecturers are recommended to integrate AI into teaching and learning activities in a balanced way. AI can be utilized to support lesson preparation, provide additional learning resources, and create interactive learning experiences.

5.2.3 For Future Researchers

Future researchers are suggested to conduct further studies on the use of AI in English language learning using different research designs, such as quantitative or mixed-method approaches, to obtain more comprehensive findings. They also recommended to use a larger sample size or an experimental design to test which

human-AI collaboration model is most effective in Indonesia's higher education setting.



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APPENDIX 1 APPOINTMENT LETTER OF SUPERVISOR



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 012 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/KmK/05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara:
Habiburrahim, S.Ag., M. Com, M., Ph.D.

Untuk membimbing Skripsi

Nama : **Deliana Fitria**
NIM : **220203501**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **AI in EFL Classroom: Enhancing Students' Learning or Replacing Teachers' Role?**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 6 Januari 2026
Dekan,

Saiful Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Direktur Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPTN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



APPENDIX 2 INTERVIEW QUESTION

1. The Roles

- a. How does Artificial Intelligence (AI) support students in improving their English skills?
- b. In what ways does AI help students in independent learning?
- c. How does the integration of AI influence the improvement of students' critical thinking?
- d. How does the role of AI as a facilitator for lecturers in the classroom?
- e. What certain aspects of AI tools improve students' comprehension of English-language material?
- f. In your opinion, what is the single task that AI currently handles where you feel it is a “support”? Conversely, what is one task you would never delegate to AI because it defines you as a lecturer?
- g. In your view, will AI eventually replace the role of human lecturers? Please explain why, and under what conditions or timeline this might occur!

2. How Does

- a. How does the use of AI affect students' motivation in learning English?
- b. In what ways does AI affect student-lecturer interaction in the classroom?
- c. How can the use of AI be balanced between technology-based learning and teacher guidance?
- d. To what extent does AI function as a supportive tool rather than replacing the role of lecturers?
- e. In what conditions can AI reduce or strengthen student-lecturer interaction in the classroom?

APPENDIX 3 DOCUMENTATION

