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Students' Perceptions on The Use of Artificial Intelligence (AI) as English Learning Tools

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ABSTRACT

This study investigates students' perceptions of Artificial Intelligence (AI) as a tool in English language learning at SMK Model Patriot IV Ciawigebang. With AI tools like ChatGPT, Grammarly, and ELSA increasingly used in education, understanding how students respond to these technologies is essential, particularly in vocational school contexts. The study employed a quantitative survey method involving 134 11th-grade students selected purposively based on their AI usage in English learning. Data were collected through a 16-item Likert-scale questionnaire and analyzed using descriptive statistics. The results show that 71.6% of students frequently used AI, and 74.7% believed AI could help improve their English proficiency. Most students expressed positive attitudes, 45.5% felt happy using AI, and 49.3% agreed it benefited their learning. Additionally, 54.5% found AI explanations helpful for understanding material. However, only 39.5% fully trusted AI's writing corrections, and 42.5% were neutral or unsure, reflecting a cautious attitude toward its accuracy. Overall, students hold favorable but critical perceptions of AI. While they appreciate its role in enhancing comprehension and engagement, their trust in AI output remains measured. The findings suggest that AI integration in English learning should be supported with proper guidance and critical digital literacy.

Keywords: *Artificial Intelligence; English learning; students' perception;*

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Introduction

Artificial Intelligence (AI) has become increasingly integrated into the field of education, including English language learning. Tools such as ChatGPT, Grammarly, Duolingo, and ELSA Speak are widely used to assist students with writing, grammar correction, pronunciation, and translation. These technologies offer personalized feedback and foster independent learning, making them popular among English as a Foreign Language (EFL) learners (Ningsih, Rahayu, Suryani, Martriwati, Sholikhah, & Khairas, 2024).

Among these tools, ChatGPT stands out for its real-time conversational capabilities, helping students practice language use in context (Dochia, 2024). Grammarly and other AI-based writing assistants help students improve sentence structure and grammar accuracy (Alammar & Amin, 2023), while ELSA Speak supports pronunciation through AI-powered feedback (Persulessy, Nikijuluw, & Jakob, 2024). As AI tools become more accessible, students increasingly incorporate them into their English learning routines.

However, students' perceptions of AI in language learning vary significantly. Some see AI as a helpful learning companion that enhances understanding and productivity (Phan, 2023), while others may view it merely as a shortcut, potentially leading to reduced engagement (Woo, Susanto, & Guo, 2023). This variation in perception is important to study, as it influences how students use AI and how effectively they integrate it into their learning process.

Previous studies have shown that students' acceptance of AI tools is shaped by perceived usefulness, ease of use, and social factors (Lee, Davis, & Lee, 2024). Drawing on the Technology Acceptance Model (TAM), Alammar & Amin (2023) highlight that positive perceptions of AI can foster motivation and engagement in learning. While prior research has largely focused on university-level learners (Dochia, 2024; Lee et al., 2024), there is limited understanding of how vocational high school students, who may have different learning needs and contexts, perceive the use of AI in English learning.

This study seeks to fill that gap by exploring students' perceptions of AI as an English learning tool at SMK Model Patriot IV Ciawigebang. By focusing on

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student perception, this research aims to provide insight into how AI is received and understood at the vocational high school level.

Perception originates from the Latin roots *percepto* and *percipio*. It is defined as the process of organizing, identifying, and interpreting information received through the human senses to understand the surrounding environment (Hasanah, Agustina, Ningsih, & Nopriyanti, 2024). In educational contexts, perception is not merely the passive reception of stimuli but a cognitive process shaped by prior knowledge and learning environments. According to Ormrod, Anderman, & Anderman (2020), learners' perceptions are influenced by their expectations, cultural background, and previous experiences, which in turn determine how they interpret and engage with instructional materials. Slavin (2018) also emphasizes that students' perceptions of teacher support and classroom dynamics significantly affect their motivation and academic success.

Perception refers to how individuals interpret and respond to external stimuli, and it is shaped by various internal factors. According to Robbinns and Judge (2015), factors influencing perception include attitude, motivation, interest, experience, and expectation. These elements affect how a person notices, interprets, and evaluates information or situations. Walgito (2010) identifies three key indicators of perception: (1) absorption of stimuli through the senses, which forms mental impressions; (2) comprehension, where the brain organizes and interprets these impressions based on past experiences (apperception); and (3) judgment, where individuals evaluate what they perceive according to personal standards. Because this process is subjective, different individuals may perceive the same object or event differently.

Artificial Intelligence (AI) refers to systems capable of learning, reasoning, and solving problems like humans (Firdaus, Irawan, Mahardika, Gaol, & Ptinaryanto, 2024). In education, AI functions as a virtual tutor that offers automated feedback, supports language acquisition, and adapts to individual learning needs (Ningsih et al., 2024). AI tools such as chatbots, adaptive platforms, and automated assessment systems enhance learning by making it more interactive and personalized (Julanos, Hendriyani, Wulandari, & Imelda, 2025). In English learning, applications like

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Grammarly, ELSA, and AI-powered writing assistants help improve students' grammar, vocabulary, and speaking skills (Firdaus et al., 2024).

According to Kristiawan, Bashar, and Pradana (2024), several types of AI technologies are widely used to support English language learning. Chatbots and conversational AI like ChatGPT help students practice speaking and comprehension through simulated dialogue (Thu, Duong, Mai, & Phuoc, 2023). Speech recognition tools such as ELSA Speak provide real-time pronunciation feedback, improving fluency and intonation (Hidayatullah, 2024). Writing assistants like Grammarly and Quillbot assist in revising grammar and sentence structure, which students find helpful for improving writing quality (Amanda, Sukma, Lubis, & Dewi, 2023). Additionally, translation tools like DeepL enhance vocabulary learning through contextual support (Rahmawati, Sulistyorini, & Indriyanti, 2024), while apps like Duolingo use adaptive AI to personalize learning and support vocabulary retention (Kristiawan et al., 2024).

Students' perceptions play a significant role in the successful integration of Artificial Intelligence (AI) in English language learning. According to (Ningsih et al., 2024), Indonesian students generally have a positive attitude toward AI, influenced by the types of tools they use and their educational context. Arifatin and Setyaningrum (2024) found that students value AI for its personalized learning features, immediate feedback, and ability to help them correct errors and improve understanding. On the other hand, (Rafida, Suwandi, & Ananda, 2024) reported that although students benefit from AI in improving grammar and vocabulary, some express concern about over-reliance, reduced creativity, and the authenticity of AI-generated content.

Jdaitawi, Hamadneh, Kan'an, Al-Mawadieh, Torki, Hamoudah, Alfattah, Alrashed, Nasr, Kholif, and Abduljawad (2024) identified key factors influencing students' willingness to use AI, including perceived usefulness, ease of use, enjoyment, and social support. However, they also noted that psychological stress and time demands could act as barriers, suggesting that proper guidance and contextual adaptation are essential for effective AI implementation in language learning.

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Several recent studies have examined students' perceptions of AI in English learning, particularly in writing, vocabulary, and speaking. Mulalic, Benaouda, and Jelešković (2025) found that university students perceived generative AI tools like ChatGPT, Gemini, and Claude as beneficial for improving language skills through personalized support and instant feedback. However, they also noted concerns about academic dishonesty and reduced human interaction, suggesting the need for balanced AI integration. Mandasari et al. (2024) explored Indonesian students' use of ChatGPT in writing tasks and found that students appreciated its accuracy and clarity but risked becoming overly dependent.

Similarly, Azzahra et al. (2024) investigated students' views on Duolingo and ELSA Speak, revealing that learners perceived these apps as engaging and helpful in improving listening and speaking, despite some technical limitations. In a qualitative case study, Irianto et al. (2024) highlighted how students benefited from ChatGPT for vocabulary development and feedback, but emphasized the importance of thoughtful integration. Dochia (2024), studying secondary students' perceptions of ChatGPT, found mixed responses, some students valued its grammar and vocabulary assistance, while others preferred traditional methods. Rafida et al. (2024) compared Indonesian and Taiwanese students and reported that AI tools improved grammar and structure but raised concerns about plagiarism and creativity. Lastly, Ningsih et al. (2024) surveyed Indonesian university students and concluded that while students generally had positive attitudes toward AI tools like Grammarly and Google Translate, issues like unequal access and ethical use remained challenges. These studies provide valuable insights but are mostly centered on university contexts; thus, this research addresses a gap by focusing on vocational high school students whose needs and experiences may differ significantly.

Method

This study used a quantitative survey method to explore students' perceptions of AI in English learning. The population consisted of 11th-grade students at SMK Model Patriot IV Ciawigebang, totaling 404 students. The sample

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comprised 134 students, purposively selected based on their frequent use of AI tools in their English learning process.

Data were collected using a structured questionnaire developed based on perception theories by Robbinns & Judge (2015) and Walgito (2010), focusing on aspects such as attitude, motivation, understanding, and evaluation. The questionnaire was distributed via Google Forms in Indonesian to ensure clarity and accessibility. Prior to data collection, a pilot test was conducted to assess the instrument's validity and reliability. The collected data were analyzed using SPSS and Excel, applying descriptive statistical methods such as frequencies and percentages to interpret students' responses and provide insight into their perceptions of AI in English learning.

FINDINGS

This section presents the results of the questionnaire distributed to 134 students, which aimed to explore their perceptions of using Artificial Intelligence (AI) in English learning. The table below summarizes the frequency distribution of students' responses across five Likert scale options, ranging from Strongly Disagree to Strongly Agree. This overview offers insight into students' overall views on the role and effectiveness of AI in enhancing their English language learning experience.

Table 1. Recapitulation of Students' Perceptions on the Use of AI in English Learning

No	Statements	Strongly Disagree		Disagree		Un-decided		Agree		Strongly Agree	
		F	P (%)	F	P (%)	F	P (%)	F	P (%)	F	P (%)
1	I feel happy using AI in learning English.	2	1.5	4	3	32	23.9	61	45.5	35	26.1
2	I believe that AI provides benefits in my English learning.	1	0.7	4	3	38	28.4	66	49.3	25	18.7
3	I am motivated to learn English with the help of AI.	5	3.7	14	10.4	42	31.3	57	42.5	16	11.9
4	I study more diligently because I use AI applications.	5	3.7	27	20.1	57	42.5	32	23.9	13	9.7
5	I am interested in trying various AI tools to learn English.	3	2.2	13	9.7	52	38.8	51	38.1	15	11.2
6	I feel that AI makes learning English more engaging.	1	0.7	14	10.4	46	34.3	56	41.8	17	12.7
7	I often learn English using AI.	1	0.7	10	7.5	45	33.6	56	41.8	22	16.4

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8	I find it easier to understand the English material due to my previous experiences with AI.	4	3	14	10.4	55	41	45	33.6	16	11.9
9	I hope AI will continue to support my English learning.	1	0.7	4	3	31	23.1	65	48.5	33	24.6
10	I am confident that AI can help me become more proficient in English.	1	0.7	17	12.7	59	44	41	30.6	16	11.9
11	I can understand English material better after receiving explanations from AI.	5	3.7	11	8.2	50	37.3	55	41	13	9.7
12	AI helps me grasp information about English material more quickly.	1	0.7	5	3.7	31	23.1	67	50	30	22.4
13	I can understand the content of an English text after it is explained by AI.	2	1.5	8	6	44	32.8	55	41	25	18.7
14	AI helps me understand the difficult English sentences.	2	1.5	12	9	61	45.5	44	32.8	15	11.2
15	I consider that AI provides accurate information for learning English.	2	1.5	12	9	61	45.5	44	32.8	15	11.2
16	I trust AI's corrections in my English writing.	4	3	11	8.2	66	49.3	42	31.3	11	8.2

Table 1 summarizes students' responses to 16 statements regarding their perceptions of AI in English learning, using a five-point Likert scale. The items are categorized into five perception dimensions adapted from Robbinns and Judge (2015) framework, and complemented by indicators from Walgito (2010). The following section provides a detailed interpretation of the findings in each category.

1. Attitude

   Most students expressed positive feelings about AI. For example, 45.5% agreed and 26.1% strongly agreed that they felt happy using AI. Additionally, 49.3% agreed and 18.7% strongly agreed that AI benefits their English learning.

2. Motivation

   42.5% agreed and 11.9% strongly agreed that AI motivated them to learn English. However, when asked whether AI made them study more diligently, only 23.9% agreed and 9.7% strongly agreed, while 42.5% were undecided.

3. Interest

   A total of 49.3% agreed or strongly agreed that they were interested in trying various AI tools. Likewise, 54.5% found AI made learning more engaging.

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4. Experience

   Over half of the students (58.2%) reported frequently using AI for learning English. Similarly, 45.5% agreed or strongly agreed that their prior experiences with AI made understanding English easier.

5. Expectation

   72.3% hoped AI would continue supporting their learning, and 74.7% expressed confidence that AI could help improve their English proficiency.

In addition to the five perception factors above, students' responses were also analyzed using Walgito's (2010) framework, which focuses on how individuals receive, process, and evaluate information. This cognitive perspective provides further insight into how students interact with AI tools during English learning.

1. Stimulus Reception

   71.6% agreed or strongly agreed that they better understood material after AI explanations, and 72.4% felt AI helped them grasp information more quickly.

2. Understanding

   51.5% found AI explanations helped them understand English texts, and 56.7% agreed that AI helped with difficult sentences.

3. Evaluation

   56.7% believed AI provided accurate English learning information, though only 39.5% trusted AI's corrections in writing, with 49.3% undecided.

Overall, the data indicate generally positive student perceptions of AI in English learning, especially in terms of usefulness, clarity, and engagement. However, some skepticism remains about AI's role in writing correction and its impact on study habits.

Discussion

Based on the findings from a questionnaire containing 16 statements, the majority of students at SMK Model Patriot IV Ciawigebang showed a positive perception toward the use of AI in English learning. Their responses suggest favorable attitudes and trust

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toward AI tools, especially in how these technologies enhance their engagement, comprehension, and autonomy in the learning process.

a. Attitude

The majority of students expressed a positive emotional response toward AI. Specifically, 71.6% reported feeling happy using AI, and 68% agreed that AI provides tangible benefits in English learning. These results align with Ningsih et al. (2024), who emphasize that students tend to embrace technology that enhances enjoyment and matches their learning preferences. The emotional comfort generated by AI tools may also contribute to sustained engagement, especially in self-guided learning environments. However, while positivity is evident, educators must be cautious not to conflate emotional acceptance with critical understanding or effective learning outcomes.

b. Motivation

While 54.4% of students agreed that AI motivates them to learn English, only 33.6% stated that AI led them to study more diligently, and 42.5% were undecided. This suggests that although AI may act as an external motivator, it does not consistently lead to intrinsic or behavioral change. Lee et al. (2024) similarly found that motivation from AI tools often remains superficial unless supported by structured instruction. This gap between perceived motivation and actual effort points to the need for integrated pedagogical strategies to translate interest into deeper learning habits.

c. Interest

Students showed curiosity and openness toward AI tools, with 49.3% expressing interest in trying various AI technologies, and 54.5% agreeing that AI makes learning English more engaging. These findings are consistent with Rafida et al. (2024), who found that AI's interactive features stimulate student interest, particularly among digital-native learners. However, interest alone is insufficient; without scaffolding and guidance, novelty-driven engagement may fade over time, resulting in passive consumption rather than active learning.

d. Experience

Regarding experience, 58.2% of students reported frequently using AI, and 45.5% stated that prior experience helped them understand English materials better. These findings supported by studies such as Irianto et al. (2024) and Mandasari et al. (2024),

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who found that students gained meaningful benefits from repeated AI use, particularly in vocabulary development and writing accuracy. Similarly, Rafida et al. (2024) emphasized the role of previous exposure to AI tools in improving grammar and structure, aligning with students' positive reflections in this study. These results suggest that familiarity with AI enhances students' learning experiences over time.

e. Expectation

Students held optimistic expectations about the future of AI in their learning. Around 73.1% hoped that AI would continue to be integrated, and 55.9% believed it could improve their proficiency. This aligns with the Mulalic et al. (2025) found that university students perceived generative AI tools like ChatGPT, Gemini, and Claude as beneficial for improving language skills through personalized support and instant feedback. However, they also noted concerns about academic dishonesty and reduced human interaction, suggesting the need for balanced AI integration. This aligns with the Technology Acceptance Model (TAM) which highlights the role of perceived usefulness in shaping user acceptance (Alammar & Amin, 2023). However, expectations may be overly idealized if not balanced with awareness of AI's limitations, including its inability to account for nuanced human interaction or context-specific feedback.

f. Stimulus Reception and Understanding

From the stimulus reception and understanding standpoint, 72.4% of students agreed that AI helps them grasp English materials quickly, 59.7% said it aids comprehension of reading texts, and 57.7% found it useful for understanding complex sentences. These responses suggest that AI serves as a cognitive support tool, particularly in decoding unfamiliar content. Previous studies Arifatin and Setyaningrum (2024) confirm that AI tools offer clear, repetitive explanations that assist students in processing difficult material. Nonetheless, such support should not replace cognitive effort; rather, it should serve to augment students' metacognitive strategies.

g. Evaluation

Evaluation revealed more critical thinking among students. While 57.7% believed AI-generated information was accurate, only 39.5% fully trusted its corrections, and 49.3% were undecided. This cautious stance reflects students' awareness of AI's potential inaccuracies, especially in tasks requiring nuanced grammar or contextual

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understanding. This finding is echoed by Lee et al. (2024), who found that while students appreciated AI's grammar support, they were wary of over-reliance, particularly when it came to writing development. Importantly, this skepticism should be encouraged, as it fosters critical digital literacy, a key competency in AI-enhanced education.

Overall, the findings demonstrate that most students hold positive perceptions toward the use of AI in English learning. Their enthusiasm is reflected in affective dimensions such as attitude, expectation, and interest in exploring various AI tools. However, perceptual factors related to motivation and evaluative judgment showed more varied responses. While students generally perceive AI as enjoyable and beneficial, some express uncertainty regarding the accuracy of AI-generated feedback and its influence on their learning discipline. This suggests a distinction between emotionally positive perceptions and more critical, reflective evaluations.

These results are consistent with studies by Arifatin and Setyaningrum (2024), which highlight that students' acceptance of AI is influenced by perceived usefulness and prior experience. However, this study offers an important contribution by examining perceptions among vocational high school students, an educational context less represented in existing literature. Unlike university students, vocational learners may prioritize practical functionality over critical evaluation, which may explain the high levels of enthusiasm but relatively lower levels of critical engagement.

Moreover, while students reported increased comprehension when using AI, this did not necessarily correlate with higher motivation or discipline in learning. This supports concerns raised by Lee et al. (2024) and Ningsih et al. (2024), who noted that AI may improve learning efficiency but not automatically foster deeper learning support engagement. Therefore, although AI provides substantial support in enhancing students' engagement and understanding, its integration in education requires pedagogical caution. Teachers play a pivotal role in guiding students to use AI tools responsibly and reflectively. AI should be positioned as a complementary learning aid rather than a substitute for active learning. These findings are particularly relevant for vocational education, where digital technologies are becoming increasingly prevalent, yet learners still need structured support to develop independent and critical learning habits.

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Conclusion

This study explored the perceptions of vocational high school students regarding the use of Artificial Intelligence (AI) as a tool in English language learning. Based on responses from 134 students at SMK Model Patriot IV Ciawigebang, the findings indicate that most students perceive AI tools positively, particularly in terms of their usefulness, clarity, and ability to enhance engagement. Students expressed enthusiasm toward the role of AI in facilitating comprehension and language skill development, especially in vocabulary, grammar, and pronunciation support. Key factors influencing their perceptions, such as attitude, interest, and expectation, were generally favorable. However, dimensions such as motivation and evaluation revealed more varied responses. While AI tools were seen as beneficial and enjoyable, they did not consistently increase study discipline or earn full trust in writing accuracy. This reflects a critical awareness among students, suggesting that although they welcome AI in learning, they remain cautious about over-reliance and the authenticity of AI-generated outputs.

These results are in line with previous studies involving university students, yet they offer new insights by focusing on the under-researched context of vocational high school learners. The findings emphasize the need for guided and reflective AI integration in classrooms. Educators should view AI not as a replacement for instruction, but as a complementary tool that supports independent learning while encouraging students to think critically and engage actively with learning materials.

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