Utilizing AI (Artificial Intelligence) to Have Positive Impacts on Students in Learning English

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Abstract : This research explored the use of Artificial Intelligence (AI) to positively impact on students in learning English. However, the study also recognized the potential negative impacts of AI, such as over-reliance on technology, reduced language expression and grammar proficiency. The purpose of this phenomenological qualitative research was to investigate how AI can be utilized to positively influence students in the context of English language learning. The research method involved collecting and analyzing first-hand experiences from students to understand the nuances of AI integration in English education. In this study, the researchers took second semester students of the English Education Study Program, University of Nias as participants. The research was conducted at the University of Nias. How to use AI to have a positive impact on students in learning English is by filtering the answers generated from AI.

Keywords : Artificial Intelligence, Positive Impact, Learning English.

INTRODUCTION

Computer-based intelligence or what is known as AI (Artificial Intelligence) means the development of PC frameworks that can do work that normally includes human insight, for example, comprehending designs, appreciating normal language, making organized choices, answering issues, and so on. The innovation of artificial intelligence depends on making machines with human intelligence that can process, analyze, and use information and can learn from experience information to work on their exhibits after some time (Stewart et al., 2020). In this era, artificial intelligence is used in many applications, including discourse recognition, image handling, driverless vehicles, and language translation, among others. The definitive goal of computer-based intelligence is to develop systems that have a high degree of accuracy and effectiveness (Bartneck et al., 2021).

Nowadays, AI has the potency to enhance numerous human activities. transportation, entertainment, education, and healthcare In schooling, to be more certain, artificial intelligence controlled applications or stages are normally being utilized to give individualized growth opportunities and continuous input to understudies (Luckin et al., 2016). This is assisting them with learning all the more actually and at their own speed. Using the ability to analyze student data, AI can show areas in which students require additional assistance. Furthermore, give assets and direction in like manner. AI has transformed self-directed English language progress by offering customized and versatile opportunities to develop, work on speaking and listening skills, increase openness, and provide important feedback (Han, 2019). This allows students to take control of their learning process and develop their own English competence. The goal of computer-based intelligence in English learning is to make language learning more productive, engaging and available to students around the world.

The rapid advancement of AI technology in recent years has had a significant impact on numerous fields, including education. In college English teaching, AI technology is gradually being applied and has shown its enormous potential. Limited teaching resources, a lack of student interest in learning, and difficulties in traditional college English teaching are just a few of the issues that face traditional college English teachers. customized learning. Computer based intelligence innovation, through applications, for example, giving customized opportunities for growth, insightful educating help, and web based learning assets, carries additional opportunities to school English educating (Yang, 2023).

However, the application of AI technology can also have a negative impact on traditional college English teaching. For example, understudies might be more disposed to utilize web based learning assets and self-learning instruments, disregarding customary up close and personal educating. Moreover, the advancement of machine interpretation innovation might decrease understudies' language articulation and syntax authority. Hence, it is important to lead top to bottom examination on the adverse consequence of man-made intelligence innovation on school English educating to comprehend the specific effects it has and devise strategies that correspond (Yang, 2023). In addition, if students can use it properly and are not dependent on AI, it can broaden students' horizons in learning English.

Based on the experience of researchers especially in English Education Study Program at University of Nias, AI can have positive impacts on students, especially in completing assignments, where AI often provides innovation and inspiration for students. On the other

hand, AI also has many negative impacts on students. Many negative impacts for students. AI is often used by students to solve their problems in education, the problem is that students tend to use the results obtained from AI directly without changing them so that students use AI more than thinking independently. In addition, students also have an excessive dependence on AI in the learning process. Even though AI can provide answers, sometimes the information provided by AI is wrong and inaccurate because students take it directly without changing the results.

In the previous research conducted by (Awalin et al., 2023) explaining the best information that this study gives important knowledge into students impression of Grammarly's effect on English language structure. The finding shows that Grammarly is a generally utilized and well known device among understudies, with members communicating a general trust in its language structure ideas and amendments. The fact that Grammarly actually helps makes it obvious understudies in keeping away from syntax blunders in their composition, making it an effective device for mistake prevention. Student likewise revealed an elevated degree of fulfillment with Grammarly as a sentence structure apparatus, featuring its helpfulness in their creative cycle. By grasping students insight can pursue advancing Grammarly's job as a compelling apparatus for improving English language structure capability. The purpose of this research is to find out how to utilize AI so that it has positive impacts on students, especially in learning English.

RESEARCH METHOD

The type of research known as qualitative research is a type of research that explores and understands the meaning given by individuals or groups to a social or human problem (Creswell & Creswell, 2018). This research used interviews as a data collecting technique. Interview is a form of verbal communication so it is a type of conversation aimed at collecting information or can be understood as a data collection technique carried out by asking and answering between the researchers and the research subject (Lase et al., 2023). Specifically for this research, the researchers used semi-structured interviews. The interviews were conducted in English and recorded, with the researchers continued taking notes of the participants' responses. Each interview took about 7-10 minutes.

Data analysis techniques, according to Islamuddin et al., (2023) are divided into three streams of activities occurring simultaneously. The three streams are: data condensation, data display, and drawing and verifying conclusions. The researchers conducted each step to get

the actual data from raw data to present the findings of the problem related to how to use AI to have positive impacts on students in English language learning. This research involved English Language Education students at University of Nias to find out their opinions and experiences while using AI. These students fallen under the eligibility criteria to support this research. The inclusion of these students was based on their eligibility criteria considering their involvement in the use of AI in learning English. There is 1 class in the second semester of the 2024 academic year. In this research, the researchers took 10 participants of 42 students of the second semester.

RESULT AND DISCUSSION

Interviews with students (second semester) of English Education Study Program at University of Nias. It is clear from this interviews with students how students use AI positively. The following result is written in Table 1.

Table 1. The answer for first question

Participants	Question	Responses	Description
P1, P2, P5, P6, P9, P10	Can you describe your current experience with using AI-based tools for learning English? What do you like or dislike about these tools?	Yes, AI is very interesting and helpful in learning English especially in the lecture process, especially in improving skills and increasing vocabulary.	There were 6 persons who had similar responses.
P3, P4, P7, P8		Yes, AI also provides information, references, and materials quickly.	There were 4 persons who had similar responses.
P5		Not all AI can be used for free, but also for a fee.	There was 1 person only who answered that not all AI can be used for free.

Based on the participants' answers in the table above, it is concluded that they really like using AI in learning English because with AI they can improve their skills and increase vocabulary. Not only that, but AI also provides various information, references, and teaching materials that they need in learning English. However, they also sometimes do not like using AI because the information is not accurate and paid.

Table 2. The answer for second question

Participants	Question	Responses	Description
P1, P2, P7	What do you think	The most significant	There were 3

Participants	Question	Responses	Description
	are the most significant benefits of using AI-based tools for learning English? Can you provide specific examples?	benefit of AI in English learning is that AI can translate foreign languages for example Google Translate and DeepL. Translate.	persons who had similar responses.
P3, P9, P10, P6		The most significant benefit of AI in learning English	There were 4 persons who had similar responses.
P4, P5, P8		The most significant benefit of AI is that it provides books/journals that can be accessed.	There were 3 persons who had similar responses.

Based on the results of the table above, it was concluded that the significant benefits of AI in learning English were that it could translate foreign languages such as DeepL. Translate. Others provided tools to train in good and correct pronunciation such as Duolingo and provided accessible learning materials such as journals and books.

Table 3. The answer for third question

Participants	Question	Responses	Description
P2, P4, P5, P6, P9, P10	How do you think AI-based English learning tools can be used to improve your learning outcomes? Can you provide specific suggestions.	AI can improve English learning results because AI has several exercises to improve English skills.	There were 6 persons who had similar responses.
P1, P3, P7, P8		AI provides correct pronunciation features that improve speaking skills like Google Translate.	There were 4 persons who had similar responses.

Based on the table above, it was concluded that AI could improve the ability to speak English because AI provided several training exercises and provided correct pronunciation like Google translate.

Table 4. The answer for fourth question

Participants	Question	Responses	Descriptions
P1, P2, P3, P4, P10	Do you have any suggestions for how AI can be used to improve English learning outcomes?	AI should support multiple learning modes (audio, visual, interactive, much like a human tutor and	There were 5 persons who had similar responses.

Participants	Question	Responses	Descriptions
	Can you provide specific examples?	more interest.	
P5, P6, P7, P8, P9		AI should to formulate questions accurately, give a detail explanation and be more understand language use.	There were 5 persons who had similar responses.

Based on the table above, it was concluded that AI was suggested to improve some features which supported multiple learning modes (audio, visual, interactive).

Table 5. The answer for fifth question

Participants	Question	Responses	Descriptions
P1, P2, P3, P6, P8	How you utilize AI positively?	Practice regularly; respond to improvements from AI and filter back and make sure the search results are right or wrong.	There were 5 persons who had similar responses.
P4, P5, P7, P9, P10		Utilise AI to set and track language learning goals, ensure steady progress and build and maintain language skills.	There were 5 persons who had similar responses.

Based on the information from the participants, it was concluded that the participants discussed their positive use of AI in their English learning routine. They suggested practicing regularly, incorporating AI tools into their routine, and ensuring they understood its limitations.

The interpretation of research based on data analysis aimed to find out how to use AI so that it had positive impacts on students, based on the results of interviews from students who really liked the use of AI. AI is also very useful, especially in the lecture process, it can train students' speaking, writing, listening, and reading skills. (Akbarani, 2024) explained that Artificial intelligence also helped students improve English skills such as speaking, writing, and reading with AI products such as Chat GPT, Quillbot, Grammarly, Plagiarism Checker, Paraphrasing tool. AI can increase the vocabulary, (Elida & Ismail, 2023) said that with the presence of the AI Chatbot application, participants will be more enthusiastic and confident in developing English independently, especially vocabulary. AI also gave us information, references, teaching material to complete our homework. With AI tools available to search, analyze, synthesize, edit, and evaluate scientific literature, new opportunities emerged for authors, reviewers, and editors that changed scientific publishing (Švab et al., 2023).

Therefore, using artificial intelligence in English teaching is very important or useful, and also helpful. However, according to them, AI has a drawback that sometimes AI provides inaccurate information so it involves students to be more careful in reading answers or information provided by AI. In addition, not all AI is free, some are paid so students cannot access them, as well as AI can also make students dependent on the use of this one technology so that it reduces students' skills in learning English. (G. Thippanna et al., 2023) stated that implementing AI tools can be expensive, and not every organization has the financial resources to adopt these technologies. In learning English, AI was needed especially in improving the four skills of students. AI for learning English offered some significant benefits. AI was very helpful in translating foreign languages as Lavie in (Bunga & Katemba, 2024) said about the accuracy of machine translation systems has been done as a result of the development of this technology, with DeepL. Translate and Google Translate receiving the most attention. From the results of this research, it was concluded that AI, especially DeepL. Translate and Google Translate, were often used to translate foreign languages because it provided accurate and most accurate information.

Not only in translating foreign languages, DeepL. Translate and Google translate in learning English can also help how to pronounce correctly and accurately. There are 4 features of the Google Translate AI that are assumed from Aidi (Khasanah et al., 2022), which were online dictionary, online thesaurus, spell checker, and pronunciation tool. The pronunciation tool function can help students learn pronunciation when pronouncing the word, then the tool translates and provides the correct pronunciation of the word. In English language learning, AI could improve students' skills and learning outcomes as it provides quick feedback and improves learning outcomes. (Robert et al., 2024) explained that the integration of artificial intelligence (AI) in education provided many benefits that positively impacted the learning experience of students. This section highlighted some of the key advantages of AI in education: personalized learning, immediate and constructive feedback collaboration and interaction, access to various educational resources, intelligent learning analytics, and continuous learning support.

Participants suggested practicing regularly, incorporating AI tools into their routine, and ensuring they understand its limitations. They also suggested asking positive questions and filtering back to ensure the accuracy of AI results. They also suggested using AI to practice independently, receive constructive feedback, and track progress. (Muhammad Yahya et al., 2023) stated that the integration of AI in vocational education also enhanced the

development of digital skills, which are very important in the Industry 4.0 workforce. Students could gain practical experience with AI technologies, such as robotics and automation systems, in order to gain the technical skills needed in modern industry 4.0. AI-based tools and platforms facilitated the learning experiences that were immersive and interactive learning experiences. Virtual reality (VR) and augmented reality (AR) applications, supported by AI, could simulate real-world vocational scenarios, allowing students to practice and perfect their skills in a safe and controlled environment. However, the implementation of AI in vocational education also required ensuring data privacy and data security, addressing ethical concerns, and providing appropriate training to integrate AI into their teaching practices. Overall, the integration of AI in vocational education in the era of the Industrial Revolution Industry 4.0 offered great potential to improve learning outcomes, prepare students for future careers, and aligning education with the demands of the evolving job market. With careful planning, training, and good ethical considerations, AI could be as a powerful tool to revolutionize vocational education and empower students to thrive in the digital age.

CONCLUSION

Students' ability to learn English can be benefited or harmed by the use of AI. Positively, AI can provide students with personalized learning opportunities, accessible learning resources, and real-time feedback to help them improve their English at their own pace. However, there is a possibility that students may become too dependent on AI tools, neglecting independent learning and critical thinking. Students should be encouraged to use AI tools intelligently by utilizing their own analytical skills and actively participating in the learning process. Therefore, this research provides how to use AI to have positive impacts by filtering the information or answers provided by AI and always doing practice regularly that can improve intelligence without relying on AI.

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