

EFL Teachers' Perspective on The Implementation of AI In ELT Setting

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ABSTRAK

Penelitian ini menyelidiki perspektif guru bahasa Inggris mengenai pemanfaatan Kecerdasan Buatan (AI) sebagai alat dalam pengaturan Pengajaran Bahasa Inggris (ELT). Penelitian saat ini menggunakan teknik pengambilan sampel yang mudah untuk memilih sampel 346 siswa dari kelas 12 di SMAN 16 Medan. Data dikumpulkan dengan memproses kuesioner dan melakukan wawancara dengan para guru. Analisis data selanjutnya dilakukan dengan menggunakan SPSS versi 29.0. Temuan tersebut menunjukkan bahwa siswa mendukung penggabungan Kecerdasan Buatan dalam Pengajaran Bahasa Inggris (ELT) sebagai alat teknologi. Mengingat terbatasnya ketersediaan penggabungan Kecerdasan Buatan tidak mempengaruhi sudut pandang positif individu tentang pentingnya pemanfaatan Kecerdasan Buatan sebagai alat pendidikan. Sudut pandang positif para guru tentang penerapan Kecerdasan Buatan ke dalam pengembangan alat pendidikan dalam Pengaturan ELT. Kekhawatiran yang diungkapkan oleh para guru tentang penerapan Kecerdasan Buatan menyoroti banyaknya pemanfaatan alat-alat ini untuk pembelajaran yang sangat meningkatkan kemanjuran proses belajar dan mengajar.

Keyword: Kecerdasan Buatan; Pengaturan ELT; Perspektif Guru.

ABSTRACT

This study investigates the perspective of English teachers regarding the utilization of Artificial Intelligence (AI) as a tool in the English Language Teaching (ELT) setting. The current research employed a convenience sampling technique to choose a sample of 346 students from 12th grade classes at SMAN 16 Medan. Data was gathered by the processing of questionnaires and conducting interviews with the teachers. A subsequent analysis of the data was carried out using SPSS version 29.0. The findings suggest that students support the incorporation of Artificial Intelligence in English Language Teaching (ELT) as a technological tool. Given the limited availability of the incorporation of Artificial Intelligence does not affect individuals' positive view points about the importance of the utilization of Artificial Intelligence as an educational tool. The positive viewpoint of the teachers about implementing Artificial Intelligence into the development of educational tools in ELT Setting. The concern expressed by the teachers on the application of Artificial Intelligence highlight the multitude of the utilization of these tools for learning greatly enhances the efficacy of the learning and teaching process.

Keyword: Artificial Intelligence; ELT Setting; Teachers Perspective

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1. INTRODUCTION

Artificial intelligence (AI) is rapidly evolving and significantly influencing various aspects of human life, particularly in education. Its integration into educational activities at schools and universities is becoming crucial, yet many institutions have not fully utilized technological advancements to enhance teaching and learning methods. While AI has the potential to simplify tasks for teachers and students, there remain

challenges, such as a lack of trained educators to deliver AI curricula effectively. EFL (English as a Foreign Language) students often struggle with AI concepts, which can impact their learning outcomes. Consequently, it is essential to develop educational programs that equip teachers with the necessary skills to teach AI principles. This study focuses on the implementation of AI, specifically ChatGPT, in English Language Teaching (ELT) settings, aiming to investigate its effectiveness and how it can facilitate teaching and learning. The research highlights the need for both students and teachers to become proficient in utilizing AI tools, ultimately contributing to the development of their professional identities and enhancing educational practices.

Artificial intelligence (AI) is increasingly integrated into educational settings, enhancing teaching and learning processes (Mulianingsih et al., 2020). AI's development impacts various aspects of life, particularly education, where it supports computational thinking and active learning, especially in younger children (Jiahong, 2022; William et al., 2019). Language teachers are encouraged to creatively integrate AI technologies to foster intercultural learning environments (Barrata & Halenko, 2022). Despite AI's potential, many educators and students lack a comprehensive understanding of its capabilities and ethical considerations (Nissim & Simon, 2021). AI applications, such as ChatGPT, facilitate personalized learning experiences, adaptive environments, and efficient assessment methods (Luckin et al., 2016; Jin, 2019).

In English as a Foreign Language (EFL) contexts, achieving desired learning outcomes remains challenging due to various factors, including teaching methodologies and classroom environments (Yildiz, 2020). The integration of technology in language education is essential for developing communicative competence (Fruesbag, 2018). Teachers must enhance their digital literacy and pedagogical skills to effectively implement technology in diverse teaching contexts (Hauck & Satar, 2018). This research aims to analyze the utilization of AI in EFL settings, focusing on its role in enhancing learning experiences. The conceptual framework will guide the investigation of AI's impact on teaching effectiveness, while previous studies provide a foundation for understanding AI's educational applications and teacher perspectives..

2. RESEARCH METHOD

A. Research Design

This study utilized quantitative descriptive research methods to investigate deeply into the subject matter by tracing data. The focus on comparing the impact of using artificial intelligence in creating lessons and its effects on students. According to Creswell (2018), quantitative descriptive research includes the fusion of qualitative and quantitative research methods. A mixed methods design is employed by researchers to combine quantitative and qualitative data, resulting in a full understanding of the research problem. In this strategy, the researcher gathered both types of data simultaneously and then combined the information to analyse the overall findings as objectively and systematically.

B. Subject and Object of Research

Subject and Object of research is very important for this research. So, the researcher did the collaboration between the students and English teacher at SMA Negeri 16 Medan and the object of the research is 346 students in XII grades attend eleven classes and two English teachers.

C. Source of Data

The research data that utilized focuses on the implementation of artificial intelligence on using Chat GPT, as observed in various linguistic landscapes found in reputable journals. The data are taken in SMA Negeri 16 Medan with the objects are 346 students in XII grade and 2 English teachers and with some instruments for the data collection are observation, interview, questionnaire, and the last documentation. For observation, research got the data with mobile phone for took pictures and secondary data for the collect the name of students. Structured interview used Moelong (2005) Theory and the object is English teacher. Questionnaire used Sugiyono (2017) theory and the object is student XII grade. And for the documentation with Murdiyanto (2020) theory it for collect the image in research process.

D. Research Instrument

An interview is a kind of dialogue conducted by an interviewer get information from the interviewee. Interviews used interview structure who conduct in a face-to- face format using a standard set of questions to obtain data to collect because similar questions were also ask to each participant (Moleong, 2005). Question opened, allowing respondents to express student own opinions personal point of view (Sugiyono, 2014). And a quantitative methodology was employed to gather and analyse the data acquired from all respondents. The

researchers devised the questionnaire and completed it and then spread the questionnaire with eleven classes in SMA NEGERI 16 MEDAN, included by; Ursa Mayor, Trianggullum, Sun Flower, Pin Weel, Sumbbrero, Milky Way, Magellan, Circunus, Cartwell, Andromeda, and Black Eye.

E. Technique of Collecting the Data

Data collection for this research utilized multiple techniques based on Sugiyono's framework, including observation, interviews, questionnaires, and documentation. The observation focused on a selected group of XII Class students to examine the implementation of artificial intelligence (AI) in English Language Teaching (ELT). Interviews were conducted to gather insights from teachers, using structured, semi-structured, and unstructured formats to explore their perspectives on AI's role in education. A closed questionnaire was also employed, utilizing a Likert scale to assess attitudes toward AI in teaching.

Documentation provided supplementary data, including field notes on teachers' views regarding AI's progress in education. For data analysis, Milles and Huberman's model was applied, comprising three stages: data condensation, data display, and drawing and verifying conclusions. Data reduction involved selecting and simplifying information from various sources, while data display organized findings for clarity. Finally, conclusions were drawn through thorough analysis, combining categories to provide a comprehensive understanding of the research outcomes.

3. RESULTS AND DISCUSSION

The use of artificial intelligence (AI) is highly valuable in the field of education, particularly in increasing the teaching and learning experience within schools. Collecting surveys from students offers a great opportunity to gather valuable insights and helpful feedback. The questionnaire design seeks to gather insights from students regarding their learning experiences using AI, particularly with Chat GPT. This questionnaire is an essential tool for fostering a dynamic and flexible educational environment. This aim to collect students' perspectives on their learning experience with Chat GPT through this survey, with the goal of gaining a deeper understanding of their viewpoints.

Table 3.1 Demography Sample

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	139	40,2%	40,2%	40,2%
Female	207	59,8%	59,8%	100,0%

The percentage figure shown above demonstrates that out of the entire student population in class XII of SMA Negeri 16 Medan, the questionnaires completed by students categorized by gender were 139 male and 207 female. Teachers' perspective on the utilization of AI, especially Chat GPT also agrees that in the current era, the use of technology must be implemented effectively to ensure that students as well as teachers can enhance educational techniques Correctly. Implementing Chat GPT into ELT settings can assist in empowering students and teachers to utilize preferred learning methodologies, therefore fostering experience and proficiency in utilizing AI as an educational tool.

The participants in this study responded to a questionnaire administered through a Google Form. Additionally, individual interviews were conducted with the teachers. The findings from these interviews presented and analysed in the following chapter, focusing on teachers' perspective of using Artificial Intelligence In ELT Setting. The survey comprises 10 indicator statements that encompass many aspects, such as the utilize Artificial Intelligence (Chat GPT) as a tool component for the learning teaching process, the implementation is helping or distracting and the students of XII classes got the helping with using Chat GPT as the learning tool. Based on the reliability test result, the value of Cronbach's alpha is more significance than 0.92 as shown in Table 1, which offers the reliability for the questionnaire. While closed question were analysed using SPSS version 29.0

Table 3.2 Case Processing Summary

		N	%
ases	Valid	34	10
	Excluded ^a	0	.0
	Total	34	10

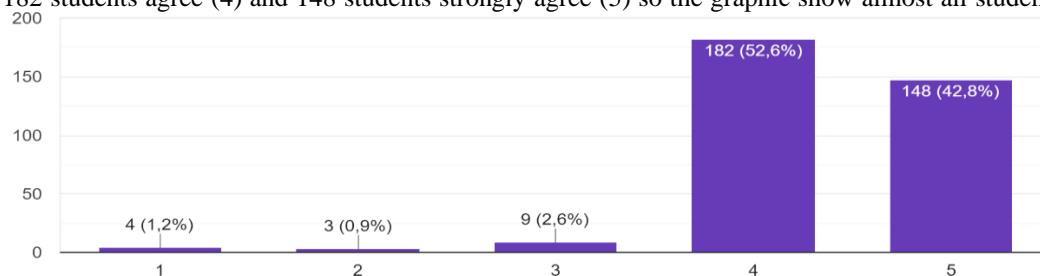
Table 4.1.3 Reliability

Cronbach's Alpha	N of Items
.920	10

The researcher utilized a Likert scale from Podsden (1997) on the questionnaire sheet to assess the opinions of teachers. The scale included various options for each question, ranging from strongly disagree (SD) to strongly agree (SA). Values assigned to positive statements range from 1 to 5, with 1 representing the lowest value and 5 representing the highest value. When it comes to negative statements, the scale is scored in the opposite way. The assertions within the questionnaire explores the key elements of successful tool in ELT Setting.

A. Figure Students often use AI in ELT Setting

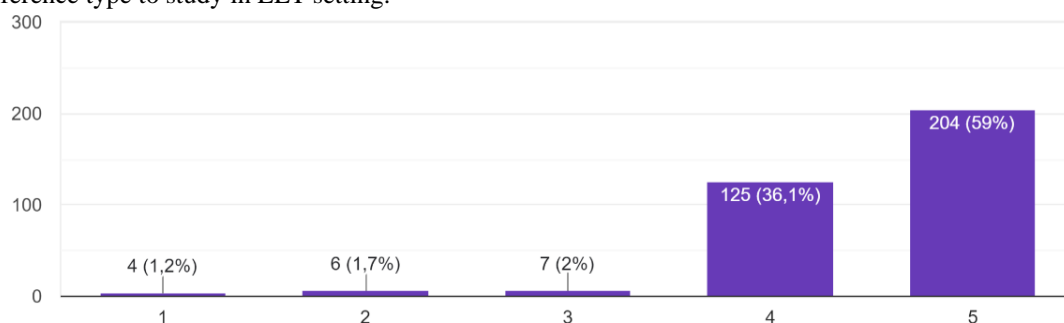
The result that there are 4 students strongly disagree (1), 3 students disagree (2), 9 students neutral (3), 182 students agree (4) and 148 students strongly agree (5) so the graphic show almost all students agree



that they always using AI in ELT Setting because their daily activity in the school utilized Chat GPT in their learning process especially in ELT setting. The students and teachers using often using AI in learning process as the one of the rules that every students and teacher have to know the utilization Artificial Intelligence at the school.

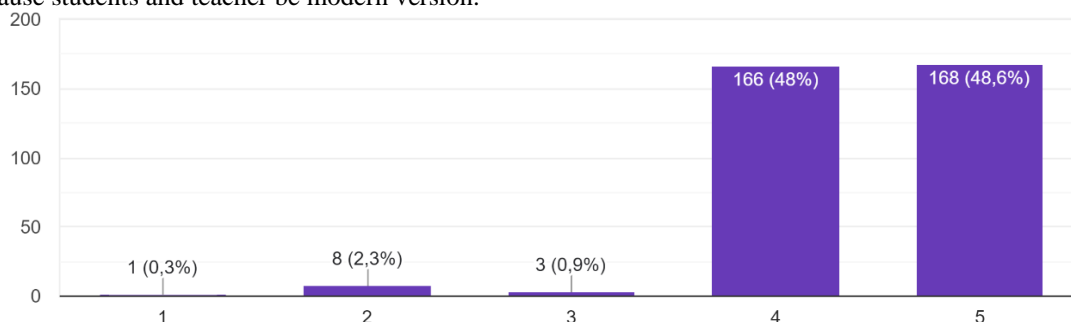
B. Figure Students use Chat GPT for difference type to study in ELT Setting

The results that there are 4 students strongly disagree (1), 6 students disagree (2), 7 students neutral (3), 125 students agree (4) and 204 students strongly agree (5) so the graphic show almost all students agree that use chat GPT for difference type to study in ELT Setting because in the current era students have to knowing more about the newest technology, so using Chat GPT can help us to know that chat GPT has the difference type to study in ELT setting.



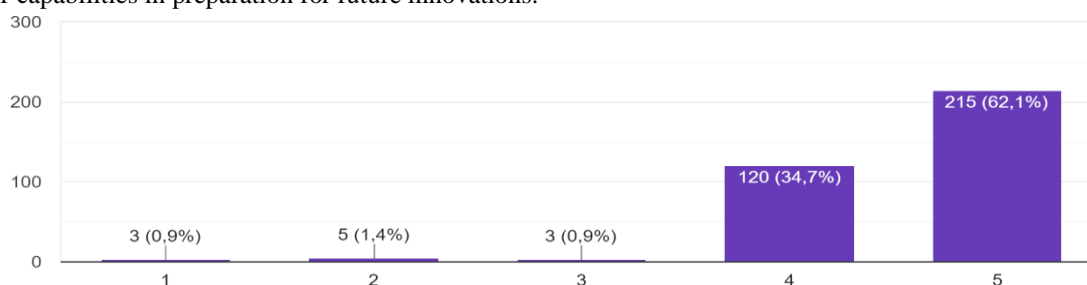
C. Figure Chat GPT help teacher and student in learning teaching activity especially in ELT Setting

The results that there are 1 student strongly disagree (1), 8 students disagree (2), 3 students neutral (3), 166 students agree (4) and 168 students strongly agree (5) so the graphic show almost all students strongly agree that use Chat GPT can help teacher and student in learning teaching activity especially in ELT setting because students and teacher be modern version.



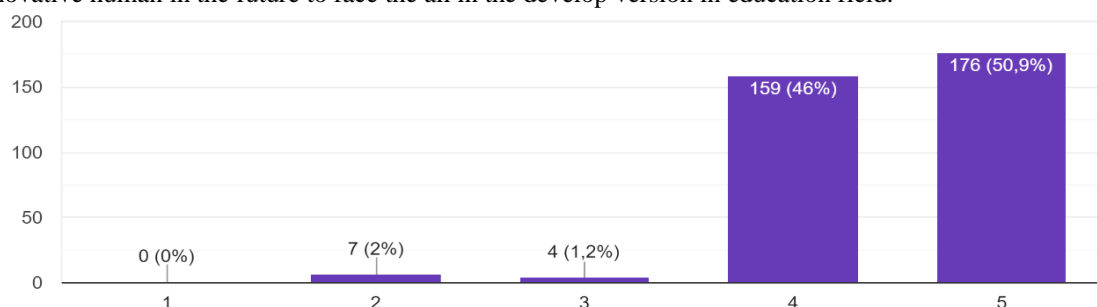
D. Figure Chat GPT help students to increase knowledge in current era

The results that there are 3 students strongly disagree (1), 5 students disagree (2), 3 students neutral (3), 120 students agree (4), and 215 students strongly agree (5) so the graphic show almost all students strongly agree that Chat GPT help students to increase knowledge in current era because as the students we have to that the newest thing in using technology can help them to make the capability in using artificial intelligence. Despite the changes that develop in education, both students and teachers must be informed about developing their capabilities in preparation for future innovations.



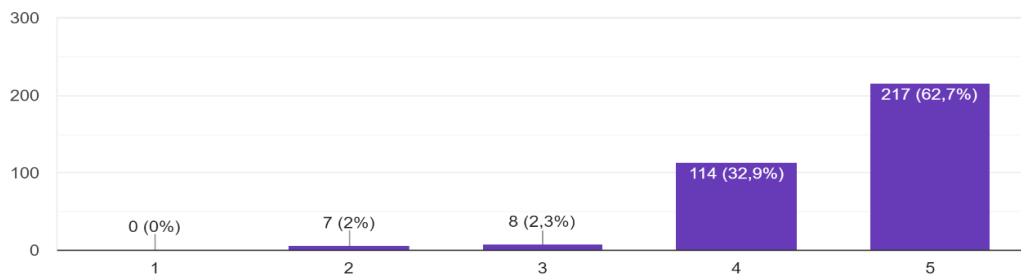
E. Figure Chat GPT improves the student quality in learning English process

The results that there is 0 student strongly disagree (1), 7 students disagree (2), 4 students neutral (3), 159 students agree (4), and 176 students strongly agree (5) so the graphic show almost all students strongly agree that Chat GPT improves the student quality in learning English process. Because it can make them as the innovative human in the future to face the all in the develop version in education field.



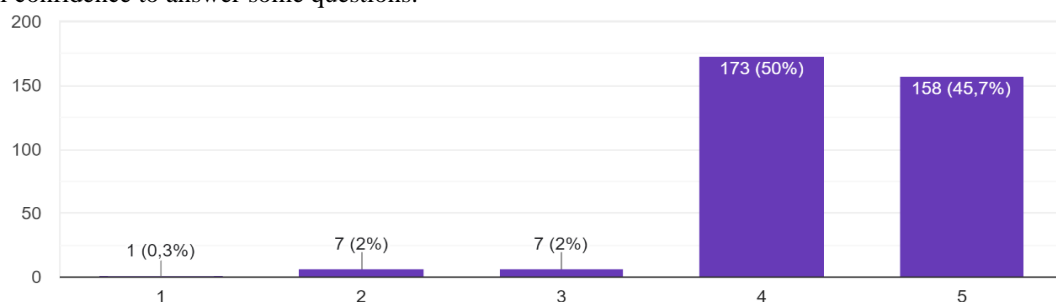
F. Figure Chat GPT is the important technology who help students in learning teaching process

The results that there is 0 student strongly disagree (1), 7 students disagree (2), 8 students neutral (3), 114 students agree (4), and 217 students strongly agree (5) so the graphic show almost all students strongly agree that Chat GPT is the important technology who help students in learning teaching process. Because chat GPT can show many information and give the big information for students for learning process.



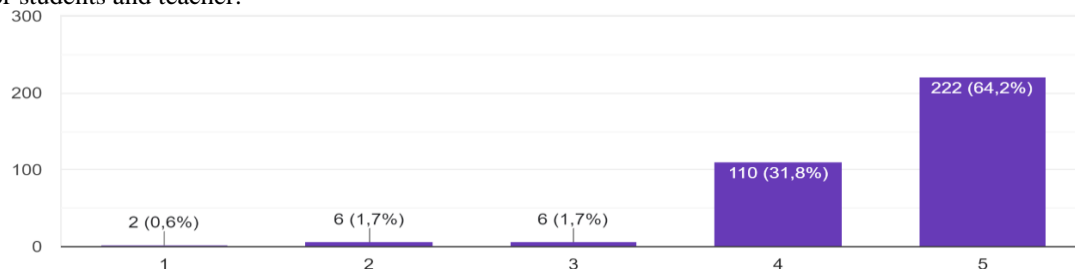
G. Using Chat GPT make students feel confidence and happy in learning teaching process.

The results that there is 1 student strongly disagree (1), 7 students disagree (2), 7 students neutral (3), 173 students agree (4), and 158 students strongly agree (5) so the graphic show almost all students agree that students feel confidence and happy to search some answer using Chat GPT. Because it help students to get the new word and help students to increase the knowledge in every learning process so using chat GPT, students feel confidence to answer some questions.



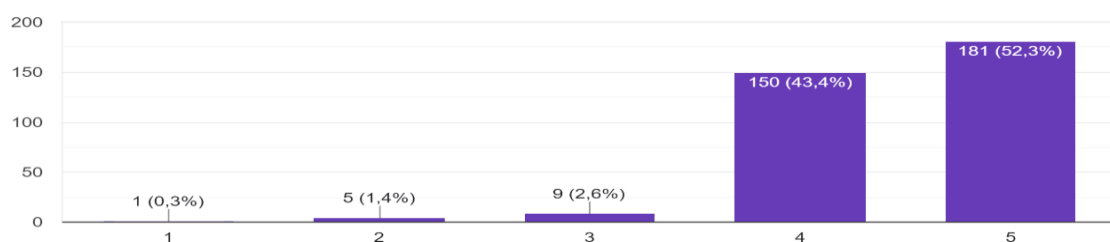
H. Figure Chat GPT is the one of many AI who can give the contribution for students and teacher.

The results that there are 2 students strongly disagree (1), 6 students disagree (2), 6 students neutral (3), 110 students agree (4), and 222 students strongly agree (5) so the graphic show almost all students strongly agree that Chat GPT is the one of many AI who can give the contribution for students and teacher. Because the one of easy got technology of artificial intelligence is the Chat GPT so this application can give the contribution for students and teacher.



I. Figure Using Chat GPT make students feel happy in learning teaching process

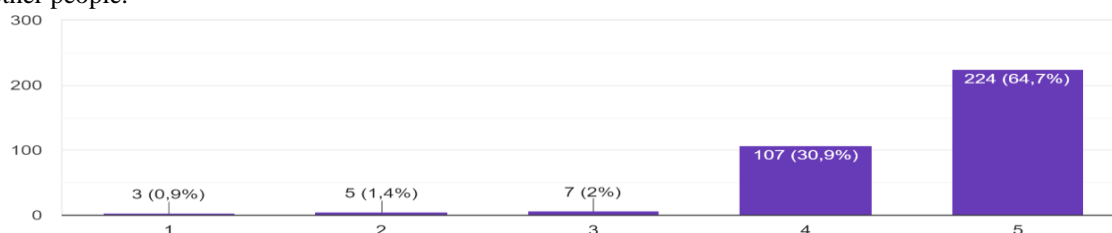
The results that there is 1 student strongly disagree (1), 5 students disagree (2), 9 students neutral (3), 150 students agree (4), and 181 students s(5) so the graphic show almost all students strongly agree that using Chat GPT make students feel happy in learning teaching process. Because students feel easy to learn about English and search the wide connection in English can deserve better than without using chat GPT. It means like that using chat GPT can give the good way to learning English in ELT setting.



J. Figure I would recommend Chat GPT to my friend use AI for study in ELT Setting

(Sahdrina)

The results that there are 3 students strongly disagree (1), 5 students disagree (2), 7 students neutral (3), 107 students agree (4), and 224 students strongly agree (5) so the graphic show almost all students strongly agree that they would recommend Chat GPT to their friend use AI for study in ELT Setting. Because chat GPT have many advantages for students and teacher so teacher want to share and recommend the application for other people.



The objective of this study was to determine the impact of implementing AI technology in the educational field on both teachers and students, specifically examining whether it is beneficial or detrimental. A study conducted by researchers reveals important insights into teachers' perspectives on implementing AI in an ELT setting to enhance students' learning outcomes (Marylin, 2013). Specifically, the study focuses on the experiences of XII students at SMA Negeri 16 Medan. Thus, it can be deduced that the use of artificial intelligence, particularly Chat GPT, can be beneficial in the field of English language teaching. This technology has the potential to enhance the technological proficiency of both teachers and students, thereby positively influencing the learning outcomes in the teaching and learning process. There are 346 students in the XII class at SMA Negeri 16 Medan. Literally 290 students strongly agree that the utilization of AI in the implementation can greatly assist students (Creswell, 2018).

Based on a study conducted by researchers at the school, it has been found that the use of quantitative descriptive methods involves distributing interview and questionnaires or surveys. These methods are then combined with the EFL Teachers' perspective on the implementation of AI in an ELT setting can be beneficial or distracting for class XII students of SMAN 16 MEDAN. This study aims to investigate the significance of technology in the historical era and the necessary preparations for students and teachers to effectively navigate technological advancements and contribute to a successful and promising future.

4. CONCLUSION

This chapter explores the findings on the implementation of artificial intelligence (AI) in education, emphasizing its growing significance in enhancing learning outcomes. Although advancements in educational technology have been made, many institutions have yet to fully integrate these tools into their teaching methods. Language educators must adapt their approaches to accommodate diverse cultural backgrounds, fostering a stimulating learning environment. ChatGPT models exemplify AI's potential to generate human-like text, enhancing language instruction. Understanding EFL teachers' perspectives is vital for their professional development, enabling them to meet the challenges of modern language teaching. Despite extensive English language education, desired outcomes remain elusive due to various factors, including teaching methods and classroom environments. Classrooms should facilitate collaborative learning and utilize specialized resources to engage students actively, moving away from traditional passive learning methods.

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