

Students' Perceptions toward the Use of Artificial Intelligence (AI) in English Language Learning at Politeknik Negeri Bengkalis

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Abstract

The rapid advancement of Artificial Intelligence (AI) has significantly transformed English language learning by enabling interactive, adaptive, and self-directed learning experiences. This study aims to investigate students' perceptions toward the use of AI in English language learning at Politeknik Negeri Bengkalis, a vocational institution located in an island region of Indonesia. Using a descriptive quantitative approach, data were collected through a questionnaire distributed to 45 students. The findings revealed that students generally hold positive perceptions of AI, acknowledging its usefulness in helping them understand learning materials and supporting independent study. However, many respondents remained neutral regarding AI's ability to increase motivation, provide personalized feedback, or enhance active classroom participation. Institutional factors such as limited technological infrastructure and insufficient lecturer guidance were also identified as challenges affecting effective AI integration. Despite these limitations, students expressed optimism about AI's potential to improve the quality of English teaching in the future. The study concludes that while AI contributes positively to English learning, greater institutional support, clearer implementation guidelines, and more personalized AI applications are needed to maximize its educational impact..

Keywords : Artificial Intelligence, students' perceptions, English language learning

1. INTRODUCTION

The rapid advancement of digital technology, particularly Artificial Intelligence (AI), has brought significant transformation to the field of education, including English language learning. AI has been integrated into various educational platforms and applications such as ChatGPT, Grammarly, Duolingo, and Replika, allowing students to practice language skills independently. These technologies not only enhance access to learning resources but also enrich the learning experience through instant feedback, personalized content, and interactive communication simulations.

In the context of vocational education, such as at Politeknik Negeri Bengkalis, the use of AI in English language learning has become increasingly relevant. Vocational students are expected to develop strong communication skills for professional and industrial contexts. The integration of AI can thus support more effective, flexible, and context-based learning. However, its implementation also raises several questions and challenges. Some students may feel motivated and engaged by innovative technologies, while others may experience dependency, confusion, or skepticism about the reliability of AI-generated outputs.

Moreover, students' perceptions play a crucial role in determining the success of AI integration in the learning process. Positive perceptions—such as viewing AI as an efficient and engaging learning tool—can encourage higher levels of participation and motivation. Conversely, negative perceptions may hinder the effectiveness of AI use and reduce student–teacher interaction.

The geographical condition of Politeknik Negeri Bengkalis, located in an island area, also presents additional challenges in terms of internet connectivity and access to digital devices. These limitations may influence students' experiences and attitudes toward using AI in their learning process. Therefore, it is important to explore how students perceive the use of AI in English language learning within this unique educational and technological context.

This study aims to provide an in-depth understanding of students' perceptions, attitudes, and experiences regarding the use of AI in English language learning. The findings are expected to serve as a basis for developing more adaptive and effective technology-based learning strategies that meet the needs of vocational students in the digital era.

2. REVIEW OF LITERATURE

This In recent years, the integration of Artificial Intelligence (AI) in education has become a major topic of discussion among scholars and educators. In English Language Teaching (ELT), AI has been widely adopted to support various learning activities such as writing correction, vocabulary enrichment, pronunciation practice, and personalized feedback. According to Crompton (2024), AI offers new affordances in English learning by providing immediate responses and adaptive learning experiences that were not previously possible through traditional methods. Similarly, AlTwijri (2024) emphasizes that AI tools like ChatGPT and Grammarly can enhance students' learning efficiency and engagement, especially in language learning contexts that require frequent practice and feedback.

Previous studies have shown that students generally have positive perceptions toward the use of AI in language learning. Phuong (2024) found that English as a Foreign Language (EFL) learners in Vietnam perceived AI applications as useful for improving writing accuracy and generating ideas. Nelson et al. (2025) also reported that students appreciated AI's ability to provide quick feedback and support their independent learning. These findings suggest that students view AI as a helpful assistant that complements classroom instruction and allows them to learn at their own pace.

However, despite these positive perceptions, some concerns have been raised about the potential negative effects of AI on students' cognitive development and academic integrity. Kayode (2025) warns that excessive reliance on AI tools may lead to automation bias, where students tend to accept AI-generated answers without critical evaluation. This overdependence could reduce students' critical thinking and problem-solving abilities. Similarly, Wang (2025) argues that while AI can enhance learning outcomes, it may also create an illusion of competence, making students believe they have mastered a skill when in fact they have merely followed AI suggestions.

Several factors have been identified as influencing students' perceptions of AI in language learning. These include digital literacy, access to technology, prior experience with AI, and the amount of guidance provided by instructors (Keumalasari & Iqbal, 2024). Students with higher levels of technological competence tend to have more positive attitudes toward AI use, as they can better understand how to use it effectively. Conversely, students with limited access to the internet or smart devices—such as those in remote or outer island regions—may face challenges in using AI tools consistently. This issue is particularly relevant for Politeknik Negeri Bengkalis, where internet connectivity and technological infrastructure may vary across students.

In addition to access and literacy, institutional policies also play an important role in shaping students' perceptions. According to Nelson et al. (2025), clear institutional guidelines on ethical AI use can help prevent misuse and support students in using AI responsibly. Educators who integrate AI thoughtfully into their teaching—by combining it with reflective and critical thinking tasks—can help students develop both linguistic competence and digital awareness.

Although many studies have explored students' perceptions of AI in general education, there is still limited research focusing on vocational higher education contexts, particularly in Indonesia. Most existing studies are quantitative and descriptive, providing general overviews without exploring students' lived experiences or contextual factors in

depth. Therefore, examining how students at Politeknik Negeri Bengkalis perceive and use AI in their English learning can contribute valuable insights into how technology integration functions in a vocational institution with unique geographical and infrastructural challenges.

In summary, existing literature highlights that while AI offers significant benefits for English language learning—such as improving accuracy, engagement, and self-directed learning—it also raises concerns regarding dependency and academic honesty. Understanding students' perceptions within the context of Politeknik Negeri Bengkalis is essential to ensure that AI is used effectively and ethically, supporting not only language proficiency but also students' critical and independent learning skills.

3. METHOD

This research employed a descriptive quantitative method, as suggested by Sugiyono (2018), who defines it as a research approach aimed at describing or explaining existing phenomena through numerical data without manipulating variables. This method was considered appropriate for the present study because it seeks to portray students' perceptions toward the use of Artificial Intelligence (AI) in English language learning at Politeknik Negeri Bengkalis as they naturally occur.

Through the descriptive quantitative design, this research intended to provide a clear picture of how students perceive, experience, and respond to the integration of AI tools—such as ChatGPT, Quillbot, Deepseek, and Grammarly—in their English learning process. The findings are expected to contribute to a deeper understanding of students' cognitive, affective, and behavioral engagement with AI-based learning.

The main instrument used in this research was a questionnaire designed to measure students' perceptions regarding. Students' Perceptions toward the Use of Artificial Intelligence (AI) in English Language Learning at Politeknik Negeri Bengkalis. The questionnaire items were developed based on relevant theories and previous studies on AI integration in language education. To ensure the validity of the instrument, this study adopted content validity procedures as suggested by Sugiyono (2023). The questionnaire was reviewed by two experts in English language education to assess the appropriateness of each item in measuring the intended constructs. Their feedback was used to refine the wording, structure, and alignment of the questionnaire items to better reflect the research objectives.

The collected quantitative data were then analyzed using descriptive statistics, including frequency, percentage, and mean scores, to provide a clear overview of students' perceptions of AI usage in English language learning at Politeknik Negeri Bengkalis.

4. RESULT & DISCUSSION

This research aimed to analyse student perceptions of the use of Artificial Intelligence (AI) in learning English at Bengkalis State Polytechnic. The survey was conducted on 45 respondents. A Likert scale of 1-5 was generally used to measure how strongly students agree or disagree with statements related to AI use. It shows the depth of their opinions and makes the data easier to analyze statistically.

Table 1. Student Perceptions of AI Use in English Language Learning

No.	Statement	D & SD (1 & 2)	Ne utral (3)	A & SA (4 & 5)	Dom inant Respons e
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A. AI Effectiveness & Benefits					
1	The use of AI helps me understand English language material better.	4 (8.9%)	17 (37.8%)	24 (53.3%)	Agree
2	AI provides useful feedback about my English language proficiency.	9 (20%)	19 (42.2%)	17 (37.8%)	Neutral
3	The use of AI makes English language learning more interesting and interactive.	6 (13.4%)	18 (40%)	21 (46.7%)	Agree
4	I feel more confident using English after utilizing AI in learning.	6 (13.3%)	20 (44.4%)	19 (42.2%)	Neutral
5	AI allows me to learn at my own pace. (N=44)	6 (13.7%)	25 (56.8%)	13 (29.5%)	Neutral
6	I feel more motivated to learn English when using AI. (N=44)	11 (25%)	23 (52.3%)	10 (22.7%)	Neutral
7	AI makes me participate more actively in English language learning.	4 (8.9%)	27 (60%)	14 (31.1%)	Neutral
8	I use AI-based applications more often for practice outside of class hours.	5 (11.1%)	17 (37.8%)	23 (51.1%)	Agree
9	My involvement in English language tasks increases with the use of AI.	6 (13.3%)	22 (48.9%)	17 (37.8%)	Neutral
B. AI Constraints & Challenges					
10	I experience difficulties when using AI in English Language Learning.	17 (37.8%)	22 (48.9%)	6 (13.3%)	Neutral/Disagree
11	Sometimes I feel that AI cannot understand my learning needs.	10 (22.2%)	24 (53.3%)	11 (24.4%)	Neutral
12	Technological resources available for AI use at the State Polytechnic of Bengkalis are still limited.	7 (15.5%)	32 (71.1%)	6 (13.3%)	Neutral (Dominant)

13	I feel that support from lecturers in using AI is still lacking.	9 (20%)	26 (57.8%)	10 (22.3%)	Neutral (Dominant)
C. Hopes & Future of AI					
14	I believe that AI can improve the quality of English language teaching in the future.	4 (8.9%)	23 (51.1%)	18 (40%)	Neutral
15	I hope AI-based applications and tools are available to support English language learning.	4 (8.9%)	24 (53.3%)	17 (37.8%)	Neutral
16	I hope AI-based applications and tools are available to support English language learning.	4 (8.9%)	20 (44.4%)	21 (46.6%)	Agree/Neutral

The data collected from the student survey indicated a perception of AI used in English learning, generally showing optimism about the benefits while highlighting institutional and technical challenges.

1. Artificial Intelligence (AI) as a Useful Tool for Self-Study

The results showed that students perceive that AI as a helpful tool for learning English and studying on their own. More than half of students (53.3%) agreed that AI helps them understand lessons better. Many students (51.1%) also used AI to practice their English outside the class. It can be said that AI supports an independent learning.

However, many students are unsure whether AI can increase their motivation or gives useful feedback. This implies that although AI helps them learning English, it does not always boost their motivation or provide their personal support. Some also said that AI responses can be too formal or not always correct. It still needs improvement.

2. Institutional Support and Readiness

Many students are neutral about their campus provides enough technology (71.1% Neutral) or support from lecturers (57.8% Neutral).

This indicates that students are unsure whether the school has enough resources or clear rules about AI use. Even most students can use AI easily, they still assume that the lecturer should give more guidance. AI is viewed as a tool that students utilize independently rather than in the classroom.

3. Optimism and Hope for the Future

In general, Students are positive about the AI role in education. While many are still neutral (51.1%), 40% believe AI can improve teaching in the future.

They also need more AI-based tools and applications. This prove that students are ready and excited to use AI more in their studies. In short, students have a positive

perspective of AI as a learning tool. To make AI more effective, schools and teachers have to enhance AI support and use more in lessons. AI tools should also help students more motivated and give feedback about their learning needs.

5. CONCLUSION

The research found that students at Bengkalis State Polytechnic generally have a positive perception of using Artificial Intelligence (AI) in English language learning. Most students concur that AI helps them in understanding English material better and supports their self-study outside of class. This indicates that AI has grown as a useful tool for self-learning and language practice.

Nevertheless, the findings also show that students are still objective about AI's ability in motivating them, give meaningful feedback, or encourage personalized learning. This implies that AI is effective for basic learning tasks, it has not fully addressed students' learning needs.

Institutional factors also give challenges. Many students are unsure about the availability of technological resources and lecturer support, show that the integration of AI in classroom teaching is still limited. Students still hope guidance from lecturers when using AI tools.

In spite of these issues, students keep optimistic about AI's role in education. They expect more for AI-based tools and stronger institutional support. Thus, to resolve the research problem, it is recommended that future efforts focus on improving integration of AI into teaching methods, establishing explicit institutional policies, and developing AI tools that offer more personalized, accurate, and motivating learning experiences.

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