

ABSTRACT

Mulki Yustinto 2026. “Senior High School English Teachers’ Perceptions of Using AI in Teaching English at SMA Negeri 6 Bengkulu City” Thesis, English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu. Supervisor: Kiagus Baluqiah, MP.d.

This study aims to determine The Senior High School English Teachers' Perceptions of Using AI in Teaching English at SMA Negeri 6 Bengkulu City. This study employed a qualitative descriptive research design involving six English teachers as participants. The data were collected through semi-structured interviews and analyzed using data reduction, data display, and conclusion drawing and verification. The results of the study show that the teachers generally had positive perceptions of AI in ELT. They perceived AI as a useful instructional support tool that improved teaching efficiency, assisted lesson planning and material development, and enhanced creativity in instructional activities. However, several challenges were identified, including students' overreliance on AI, copy-and-paste behavior, reduced critical thinking, academic integrity concerns, and the need to verify the accuracy of AI-generated information. The findings also showed that AI influenced classroom practices by supporting lesson preparation, instructional material development, assessment, feedback, and more personalized learning. Nevertheless, teachers remained essential in guiding students, evaluating AI-generated content, making pedagogical decisions, and ensuring the responsible and ethical use of AI. The study concludes that AI should be integrated as complementary instructional tool rather than a replacement for teachers. Effective AI integration requires teachers' digital and pedagogical competence, responsible use, and adequate institutional support.

Keywords: Artificial Intelligence; English Language Teaching, Teachers' perceptions.

ABSTRAK

Mulki Yustinto 2026. “Persepsi Guru Bahasa Inggris SMA terhadap Penggunaan AI dalam Pembelajaran Bahasa Inggris di SMA Negeri 6 Kota Bengkulu”. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu. Pembimbing: Kiagus Baluqiah, MP.d.

Penelitian ini bertujuan untuk mengetahui persepsi guru Bahasa Inggris Sekolah Menengah Atas terhadap penggunaan AI dalam pengajaran Bahasa Inggris di SMA Negeri 6 Kota Bengkulu. Penelitian ini menggunakan desain penelitian deskriptif kualitatif dengan melibatkan enam guru Bahasa Inggris sebagai partisipan. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa secara umum guru memiliki persepsi positif terhadap penggunaan AI dalam ELT. Mereka memandang AI sebagai alat pendukung pembelajaran yang bermanfaat dalam meningkatkan efisiensi pengajaran, membantu perencanaan pembelajaran dan pengajaran pengembangan materi, serta meningkatkan kreativitas dalam kegiatan pembelajaran. Namun, beberapa tantangan juga ditemukan, termasuk ketergantungan siswa yang berlebihan terhadap AI, perilaku menyalin dan menempel, penurunan kemampuan berpikir kritis, kekhawatiran terkait integritas akademik, serta perlunya memverifikasi keakuratan informasi yang dihasilkan oleh AI. Temuan penelitian juga menunjukkan bahwa AI memengaruhi praktik pembelajaran dengan mendukung persiapan pembelajaran, pengembangan materi pembelajaran, penilaian, pemberian umpan balik, dan pembelajaran yang lebih personal. Meskipun demikian, guru tetap memiliki peran penting dalam membimbing siswa, mengevaluasi konten yang dihasilkan AI, mengambil keputusan pedagogis, serta memastikan penggunaan AI yang bertanggung jawab dan etis. Penelitian ini menyimpulkan bahwa AI sebaiknya diintegrasikan sebagai alat pendukung pembelajaran, bukan sebagai pengganti guru. Integrasi AI yang efektif memerlukan kompetensi digital dan pedagogis guru, penggunaan yang bertanggung jawab, serta dukungan institusional yang memadai.

Kata Kunci: Kecerdasan buatan; Pengajaran Bahasa Inggris; Persepsi Guru.

CHAPTER I

INTRODUCTION

This chapter presents a brief discussion of the background of the Research, the research questions, the objectives of the research, the limitations of the research, the significance of the research, and the definition of key terms.

1.1 Background of the Research

In the age of globalization, the development of digital technology has led to profound changes in many areas of life, including education. Artificial Intelligence (AI), which has been widely used to support learning processes through automation, data analysis, and personalization of learning experiences, is one of the most notable innovations of our time. In response to the needs of the twenty-first century, educational systems around the world have been incorporating more digital technology, including AI, according to a UNESCO report (UNESCO, 2023). Teachers can use a variety of platforms, including chatbots, automated assessment systems, and adaptive content generators, in the context of teaching English. This phenomena implies that AI can change teaching paradigms and rethink the role of teachers in the classroom in addition to serving as a supportive tool (Zhai, 2025).

Alongside the increasing availability of digital devices and internet connectivity, Indonesia has started to employ AI technology in education. The government encourages the use of technology in education through the Merdeka Belajar policy in order to raise educational standards. However, there are still a number of obstacles to overcome when implementing AI in schools, such as teachers' low levels of digital literacy, inadequate training, and regional differences in infrastructure. According to (Nugroho et al., 2024), research shows that while some educators have begun to use digital tools, their comprehension of AI is still inconsistent. This situation illustrates a disconnect between the development of technology and the ability of human resources to apply it successfully in educational environments.

Although it hasn't yet been methodically incorporated, the use of AI in English language instruction has started to appear locally, especially at SMA

Negeri 6 Bengkulu City. Preliminary observations show that a number of educators have tried to support their teaching activities with digital instructional design tools or AI-based applications like ChatGPT. Nonetheless, there are significant variations in the ways that educators use these technology. While some see AI as a breakthrough that improves the efficacy of instruction, others are still wary because they don't fully grasp it or are worried about its possible effects. This circumstance illustrates a dynamic spectrum of perspectives influenced by personal experience, skill, and preparedness to adapt to technological development.

Since teachers are the main participants in the learning process, this phenomena has complicated ramifications for both individuals and communities. From a psychological standpoint, anxiety or reluctance to change could result from utilizing AI with ambiguity. Socially, teachers may accept instructional innovations differently due to inequalities in their technical ability. From a pedagogical perspective, improper usage of AI could lower student-teacher interaction and possibly have negative impact on learning quality. According to earlier research, educators have a variety of opinions about AI, from seeing it as a useful tool to seeing it as a danger to their jobs (Amal & Islahul, 2024); (Sharmin et al., 2021). Nevertheless, the majority of these studies are still broad in scope and have not thoroughly examined instructors' contextual experiences within specific environments.

Previous studies have demonstrated that teachers generally hold positive perceptions toward the use of AI in education because it can improve teaching effectiveness, support personalized learning, and enhance student engagement. However, several studies also reported concerns regarding teachers' readiness, ethical issues, digital literacy, and technological infrastructure. Although research on AI in education has increased significantly, most studies have employed quantitative or mixed-method approaches that focus on measuring attitudes, acceptance levels, or technology adoption.

Relatively few studies have explored teachers' perceptions through in-depth qualitative investigation, particularly within the context of ELT at the secondary school level in Indonesia. Furthermore, limited research has examined how English

teachers interpret the , challenges, and classroom implications of AI use in a specific educational setting. Therefore, there remains a need for a contextual and comprehensive understanding of teachers' experiences and perceptions regarding AI integration in ELT.

Based on this gap, the present study aimed to explore English teachers' perceptions of using AI in teaching English at SMA Negeri 6 Bengkulu City. Through a qualitative approach, this study was expected to provide a deeper understanding of how teachers perceived AI, the challenges they faced, and its implications for classroom practices.

1.2 Research Question

The rapid development of AI in ELT has introduced new dynamics in instructional practices, particularly in how teachers understand, accept, and integrate this technology into their teaching processes. At SMA Negeri 6 Bengkulu City, the use of AI has begun to emerge on a limited scale; however, it remains unstructured and largely dependent on individual teachers' experiences and readiness. This situation highlights the importance of gaining a deeper understanding of teachers' perceptions as well as the various implications arising from the use of AI in the context of English language teaching.

Based on this context, the research questions of this study are:

1. How do English language teachers perceive the use of Artificial Intelligence (AI) in English Language Teaching (ELT)?
2. What challenges do English language teachers face regarding the use of Artificial Intelligence (AI) in their teaching practices?
3. What classroom implications do English language teachers experience regarding the use of Artificial Intelligence (AI) in English Language Teaching (ELT)?

1.3 Research Objective

The objectives of this study were:

1. To explore English language teachers' perceptions of the use of Artificial Intelligence (AI) in English Language Teaching (ELT).
2. To identify the challenges faced by English language teachers regarding the use of Artificial Intelligence (AI) in their teaching practices.
3. To examine the classroom implications of using Artificial Intelligence (AI) in English Language Teaching (ELT).

1.4 Significance of the Research

Theoretically, the findings of this study were expected to enrich the body of knowledge in the field of education, particularly in the area of ELT integrated with AI technology. This study contributed to a deeper understanding of how teachers' perceptions are formed toward the use of new technologies in the learning context, as well as how factors such as experience, readiness, and social context influence the acceptance of such innovations. Furthermore, the findings were expected to broaden perspectives on technology adoption theories in education by highlighting the subjective dynamics of teachers as key actors in the teaching and learning process. Thus, this study not only adds empirical references but also contributes to the development of concepts related to the contextual integration of AI-based technology in pedagogical practices.

Practically, this study was expected to provide the following benefits:

1. For Teachers

To provide insights into the use of AI as a learning support tool that can enhance the effectiveness, creativity, and quality of ELT.

2. For Schools

To serve as a reference in designing policies or professional development programs related to the integration of AI technology in teaching and learning.

3. For Future Researchers

To serve as a reference and foundational basis for further studies related to the use of AI in educational contexts, particularly in ELT.

1.5 Limitations of the Research

This study focused on examining English teachers' perceptions of the use of AI in ELT. The main focus was on how teachers understand, respond to, and interpret the use of AI in their instructional practices. The research was conducted at SMA Negeri 6 Bengkulu City, involving English teachers who are actively teaching during the period of the study. These boundaries were established to ensure that the research remains focused, well-directed, and capable of producing in-depth findings in line with the qualitative approach employed.

More specifically, this study was limited to exploring teachers' perceptions without involving students or other stakeholders as research subjects. The use of AI examined in this study is confined to its application in ELT, such as in material development, instructional media, and classroom activities. Furthermore, the research is restricted to a single setting, SMA Negeri 6 Bengkulu City, and therefore the findings are not intended for broad generalization but rather for a contextual and in-depth understanding. The participants were limited to teachers who have experience or knowledge related to the use of AI in teaching. In addition, the study was conducted within a specific time frame, meaning that the data reflect the conditions during the period of the research. These limitations were defined to maintain the study's clarity, feasibility, and focus, ensuring that the findings are relevant and aligned with the research objectives.

1.6 Definition of Key Terms

1. Teachers' Perceptions

Teachers' perceptions refer to the beliefs, attitudes, interpretations, and understandings held by English teachers regarding the use of AI in the teaching and learning process. In this study, it includes how teachers view the usefulness, effectiveness, challenges, and implications of AI in ELT.

2. Artificial Intelligence (AI)

Artificial Intelligence (AI) refers to advanced computer-based systems designed to simulate human intelligence in performing cognitive tasks such as understanding language, generating content, analyzing data, and providing automated responses. In the context of this study, AI specifically refers to generative and assistive digital tools used to support English language teaching.

These tools include AI-powered chatbots such as ChatGPT, automated grammar and writing checkers such as Grammarly, content generators for lesson planning and instructional material development, as well as technologies that provide instant feedback on students' language performance.

3. Senior High School English Teachers

Senior high school English teachers refer to educators who teach English at the upper secondary education level. In this study, it specifically refers to English teachers at SMA Negeri 6 Kota Bengkulu who are involved in teaching and have experience or familiarity with the use of AI in education.

