

**AI IN ENGLISH EDUCATION: PURPOSES, BENEFITS AND CHALLENGES
FOR 4TH SEMESTER STUDENTS AT THE UNIVERSITY OF PRIMA INDONESIA
IN THE ACADEMIC YEAR 2024/2025**

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ABSTRACT

This study aims to analyze the purposes, benefits and challenges of AI implementation faced by the fourth semester students majoring in English Department during the 2024/2025 academic year. To collect data for this study, the writers employed a qualitative research design, and the data were collected through an online platform survey namely SurveyMonkey to explore the experiences and perceptions deeply regarding AI-based learning tools. The survey revealed that most students have a preference for ChatGPT from the three other AIs that the survey had provided. Blackbox AI being second and Perplexity holding the last place. It also revealed that, even though AI is only minimally used, it's main purpose for usage is to complete assignments, and most students find it positively helpful, with no participants picking the negative options regarding how useful AI is. Many students agree that multiple skills of theirs have improved, with developing ideas and answering questions seeing the most development. Because of this, many survey participants strongly agreed to using AI routinely, with only less than half saying a partial agreement. Despite its usefulness though, some challenges like internet issues and doubtful results still plague many answers given by AI, and misinformation still being prominent. The final conclusion this paper reached was the fact that AI has now become a prominent tool in many students academic journey and has gained incredible support as AI itself gets more and more improvements from its developers.

Keywords: Artificial Intelligence (AI), English Language Learning, Students' Perception, Purposes, Benefits and Challenges, Higher Education.

A. Introduction

The rapid development of digital technology in recent years has brought significant changes in various aspects of life, and education is no exception. One of the innovations that is currently applied to education is the

utilization of Artificial Intelligence (AI).

According to Professor John McCarthy, Artificial Intelligence (AI) is a term coined by him in 1955 and was defined as "the science and engineering of making intelligent machines". It's complicated for us to

define AI itself, but according to *Russel and Norvig (2016)*, they categorized AI into four groups: AI thinks humanly (where it uses cognitive modeling), thinks rationally (uses logic), acts humanly, and acts rationally. Therefore, we can conclude that AI is a system that can think and act like humans. Equipped with that kind of ability, not only AI is able to do routine and mechanic works, but it can also adapt and personalize students' learning experience based on their needs.

In education context, AI offers numerous benefits for educators and students. AI has generated learning solutions and new teaching systems that have been examined in different environments of education. Along with the aids of AI, this process of learning is becoming easier and more effective for the students due to its great analyzing abilities in real time, recognizing comprehension level, learning styles, and the students' learning preferences, and then providing out the most suitable lessons (*Widodo, Sibuea, and Narji 2024*). This may help students to focus on the area that needs to be improved, so that they can optimize their learning

result. Apart from that, AI can help the educators to arrange learning materials, create questions with different kinds of difficulties level as well as do evaluation and correction automatically. As a result, the educators will have more time to focus on interaction and direct monitoring to the students.

In the context of English learning, especially for 4th semester students majoring in English Department at Universitas Prima Indonesia, AI has a strategic role to support a more effective learning process (***Sandy et al. 2023***). English as an international language has its own difficulty level, significantly in understanding vocabulary, grammar, and speaking skills. AI can help students by providing adaptive learning materials, such as vocabulary exercises that are adapted to their ability level, conversation simulations with chatbots, and automatic translators that make it easier to understand English texts (*Karyadi 2023*). Thus, AI not only helps students understand the lesson better, but also increases their motivation and involvement in the learning process.

However, we can't deny that the utilization of AI isn't freed from risks and challenges. One of the concerning issues is the potential of misusing AI, such as the excessive dependence on technology that diminishes students' critical and independent thinking skills (Rochim 2024). Moreover, ethics issues and data privacy become a serious challenge. Therefore, the use of AI must be carried out with proper supervision and regulation so that its benefits can be felt to the maximum extent without causing any negative impacts.

There needs to be a good understanding from both lecturers and students on how to use this technology wisely and effectively. Lecturers need to integrate AI as a learning tool that supports conventional teaching methods, not as a substitute for human interaction. Meanwhile, students should be able to utilize AI as an additional learning resource that can enrich their learning experience, without relying on it completely to maintain their critical and creative thinking skills.

Thus, this study aims to explore:
(1) The implementation of AI in 4th semester students class. (2) The

frequency of them using AI. (3) The most-frequent AI tools that they use. (4) The purposes of using AI. (5) The benefits of implementing AI. (6) The challenges faced by the students.

B. Review Of Literature

This literature review is like doing a lot of research to figure out how AI is changing the way we learn, especially in college. We want to know how AI can make learning more "personal" for each student, how it affects their grades, and what the good and bad things about using it are. We'll look at research that talks about how AI can help with personalized learning, how AI is used in adaptive learning systems and virtual tutors, and how all of this is changing the way teachers and schools work.

1. What Personalized Learning with AI is and How It Works

Think about how great it would be to learn with the right information, teaching methods, and even the right speed that fit your needs, wants, and personality. That's what we mean by "learning that is tailored to each person." In the last ten years, AI has become the most important tool for

making things personal. It has made it possible on a scale that was hard to picture before. AI can make this more personal because it can look at a lot of data and figure out how each student learns best whether they learn best by doing, seeing, or hearing.

AI-based personalization mostly works through advanced machine learning algorithms. The point of these algorithms is to collect and analyze a lot of different types of student data in an organized way. This could include things like clear learning preferences (like "I like videos"), cognitive strengths and weaknesses seen in assignments, or even implicit learning habits (like how often you use the platform or how much time you spend on certain topics). By looking at the data this way, AI systems can change the lessons and materials right away to get the best results in learning.

2. How AI Affects Higher Education and How It Changes Jobs

There is a lot of room for improvement in the learning process when colleges and universities use AI. There has been a lot of research in higher education that shows AI makes

learning much better because it can change the material, the speed, and the way things are done to fit each student's needs. (*Sandy et al. 2023*). This very personalized approach not only keeps students interested, but it also has a strong link to better grades and overall learning outcomes.

AI also changes the way teachers do their jobs. AI changes teachers' jobs from mostly "information deliverers" to more strategic and effective people who help students learn. AI systems give teachers a lot of useful information about how each student is doing, what problems they usually have, and where they need more help. This information helps teachers know when to step in and what to focus on, give students who need it personalized help, and spend their time on more valuable teaching activities like in-depth discussions, project mentoring, or making new curricula instead of doing routine administrative tasks.

3. AI-Powered Virtual Tutors and Adaptive Learning Technologies

There are two main ways that AI is used in personalized learning: through

adaptive learning technologies and virtual tutors that use AI. Adaptive learning technologies are systems that change what students learn and do on the fly based on how well they do and how they respond. These systems use algorithms to find out what students already know and what they still need to learn. Then they show them things that are just right for their level of difficulty. This makes sure that students are always pushed, but not too much.

AI-powered virtual tutors take it a step further by making it seem like a student is talking to a tutor in person. These virtual tutors use machine learning algorithms to create learning profiles for each student. Based on these profiles, they can give each student personalized learning suggestions, answer their questions, explain things in more detail, and even make practice problems that are unique to each student. These tools help teachers stay on track and make lessons more interesting.

4. The Good and Bad Things About Using AI for Personalized Learning

AI has a lot of potential for personalized learning, but there are also pros and cons that need to be thought about before it is used.

1. Key Benefits:

- a. **More Motivation and Engagement:** When the information is tailored to the students' interests and learning styles, they are much more interested in and motivated to learn. They have a better opinion of themselves as people.
- b. **Better Use of Study Time:** Students can learn more quickly by following the best paths and getting feedback right away. This saves them time that they would have spent on things they already know or looking for help.
- c. **Fun Learning Experience:** Adaptive systems and virtual tutors can make learning more fun, interesting, and interactive. This can help students remember what they learn and keep them from getting bored.
- d. **Better Learning Outcomes:** Personalization that works has been shown to consistently

help students understand things better, do better in school, and reach their learning goals.

2. Problems that came up:

a) Technological Infrastructure

Readiness: To use AI well, you need a strong and stable technological infrastructure, like fast internet access, enough hardware, and learning management systems that work together. Not having all the right infrastructure can be a big problem.

b) Faculty Digital Competence:

Faculty need to be good with

technology so they can use AI in their teaching, understand the data that AI gives them, and change how they teach. In your job, it's very important to keep learning and growing.

c) Worries about the safety and privacy of student data:

AI systems collect a lot of student data, which makes people very worried about how safe and private that data is. To build trust and make sure that data is used in a moral way, there need to be strict rules, strong cybersecurity measures, and following data protection laws like the GDPR.

B. Research Methodology

This study aims to investigate and gain a comprehensive understanding of the perspectives, experiences, purposes, benefits, and challenges faced by fourth-semester students majoring in English Education at Prima Indonesia University regarding the use of artificial intelligence (AI) in their learning process during the 2024–2025 academic year.

1. Research Design

This study adopts a descriptive design and a qualitative approach. According to **Saldana (2016)**, descriptive qualitative research is a type of qualitative research that aims to provide a detailed account of a phenomenon, focusing on the participants' perspectives and experiences without imposing preconceived theories or frameworks. Researchers chose a qualitative approach because it lets them look at and understand how people or groups act, as well as social phenomena, in

their natural settings. This makes it easier to gather descriptive (non-quantitative) data in the form of written and/or spoken statements, which are then interpreted descriptively (M. Sobry & Prosmala Hadisaputra, 2020). In line with this, Creswell (2014) also states that descriptive qualitative research seeks to present a detailed picture of a phenomenon, event, or condition that occurs naturally, with an emphasis on developing a deep understanding of the experiences and perspectives of participants.

2. Research Participants

The research population includes seventeen (17) fourth-semester students majoring in English Education enrolled in the 2024–2025 academic year at Prima Indonesia University. Research participants were selected based on the following inclusion criteria: (1) Registered as active fourth semester students in the English Education Department at Prima Indonesia University. (2) Willing to participate voluntarily in the study. (3) Have experience (at least) in using or interacting with AI tools in an academic context.

3. Data Collection Methods

The primary method of the data collection is through an online survey platform, namely SurveyMonkey. This survey is carefully designed to collect descriptive information about attitudes, experiences, purposes, benefits, and difficulties related to AI use. The questionnaire consists of 10 questions aimed at exploring various aspects of AI use by students. The questions include:

- a) **Frequency of AI Use:** “How often do you use AI technology (such as ChatGPT, Grammarly, etc.) in your learning activities?” (Options: every day, 3-5 times a week, 1-2 times a week, rarely, never Other).
- b) **Duration of AI Use:** “How much time do you typically spend using AI for learning in a day?” (Options: Less than 30 minutes, 30 minutes - 1 hour, 1 - 2 hours, more than 2 hours, do not use AI at all).
- c) **Most Frequently Used AI Applications:** “Which AI applications do you most frequently use for learning?” (Options: ChatGPT,

- BlackboxAI, Perplexity, Quillbot, Grammarly, Others).
- d) **Purpose of AI Use:** “For what purpose do you most frequently use AI?” (Options: searching for materials, checking grammar and writing assignments, summarizing or translating text, completing assignments, Others).
- e) **Level of AI Assistance in Academic Tasks:** “How much does AI help you in completing your academic tasks?” (Options: very helpful, somewhat helpful, neutral, not very helpful, not helpful at all).
- f) **Skills Enhanced by AI:** “In your opinion, AI is most useful in improving the following skills:” (Options: academic writing, grammar and vocabulary, reading and understanding texts, speaking and communicating, all of the above, others).
- g) **Main Challenges in Using AI:** “What are the main challenges you face when using AI for learning?” (Options: unstable connection, not knowing how to use AI effectively, lack of trust in AI results, no significant challenges, others).
- h) **Experience with Misinformation from AI:** “Have you ever encountered misinformation when using AI?” (Options: yes, often, sometimes, rarely, never, don't know).
- i) **Effectiveness of AI as a Learning Tool:** “Do you think AI can be an effective learning tool for English Language Education students?” (Options: strongly agree, agree, neutral, disagree, strongly disagree).
- j) **Recommendations for Routine AI Use on Campus:** “Do you think AI should be used routinely in the learning process on campus?” (Options: Yes, strongly agree, agree, unsure, disagree, strongly disagree).

4. Data Analysis Procedures

The data collected from the questionnaire will be analyzed by using the steps described by *Sandelowski (2000)* and was elaborated by scholars like *Kim et.al (2017)* and *King (2012)*. The steps

include Data Preparation and Familiarization, Coding the Data, Identifying Patterns and Themes, Data Presentation, Interpretation and Conclusion, and Ensuring Trustworthiness. These steps are the most suitable for data collected by survey or questionnaires, as they highlight straightforward and systematic description of data.

Analysis Steps:



Figure 1 Six Phases of Analysis by Sandelowski (2000)

C. Findings and Discussions

I. Findings

After extensive research and discussion, our study has shown a clear difference in opinion regarding the use of AI for academic studies, especially for fourth semester students at Universitas Prima Indonesia majoring in English Department. The following graphs show the percentages in clearer numbers:

1. Frequency of AI Technology Use in Learning Activities

Frequency	Percentage	Count
Every day	35.29%	6
3-5 times a week	52.94%	9
1-2 times a week	5.88%	1
Rarely (less than once a week)	0%	0
Never	0%	0
Other	5.88%	1

Most respondents (52.94%) reported that they use AI technology three to five times a week, while 35.29% said they use it every day. Only 5.88% reported using AI 1-2 times a week. This indicates a strong integration of AI tools into their daily learning routines, suggesting that these students find value in utilizing AI for their educational activities on a regular basis. The absence of students who rarely or never use AI technology highlights a positive trend towards the adoption of these tools in educational settings. However, the small percentage of infrequent users may indicate areas for improvement in

promoting AI technology and its benefits to all students.

2. Time Spent Using AI to Study in a Day

Duration	Percentage	Count
Less than 30 minutes	41.18%	7
30 minutes - 1 hour	29.41%	5
1 - 2 hours	17.65%	3
More than 2 hours	11.76%	2
Not using AI at all	0%	0

The majority of students utilize AI as an auxiliary resource for their education, with around 70.59% dedicating under an hour daily. Only a small portion (11.76%) are heavy users, dedicating more than two hours daily. However, the relatively short daily usage suggests that AI is primarily used for quick assistance or specific tasks rather than as a primary study method.

3. Most Frequently Used AI Applications in Learning

Application	Percentage	Count
ChatGPT	76.47%	13
BlackboxAI	11.76%	2
Perplexity	11.76%	2
Quillbot	0%	0
Grammarly	0%	0
Other	0%	0

The data above showed that ChatGPT is the most dominant AI app preferred by the students in assisting their learning process, with the percentage of 76.47%. Alternative AI apps such as Blackbox.AI and Perplexity have minimal adoption, and writing-focused tools such as QuillBot and Grammarly are not used at all. This shows that students prefer AI tools that can help them to solve questions, rather than writing in their daily learning activities.

4. Purposes for Using AI

Purpose	Percentage	Count
Looking for material	23.53%	4
Checking grammar and writing	17.65%	3

assignments		
Summarizing or translating texts	17.65%	3
Do the assignments	29.41%	5
Other	11.76%	2

The primary reason students utilize AI is to assist with completing assignments with the percentage of 29.41%, followed by searching for materials (23.53%) and language-related tasks such as grammar checking, writing, summarizing, or translating with the same percentage of 17.65%. This indicates that AI is valued both as a productivity tool for direct academic tasks and as a support resource for understanding and communicating information. The variety of uses reflects AI's versatility in supporting different aspects of the learning process.

5. Helpfulness of AI in Completing Assignments

Response	Percentage	Count
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Very helpful	64.71%	11
Quite helpful	35.29%	6
So-so	0%	0
Not very helpful	0%	0

The perceived helpfulness of AI in completing assignments is indeed high, with all respondents rating it as either "very helpful" (64.71%) or "quite helpful" (35.29%). No neutral or negative feedback was reported here, which highly underscores AI's effectiveness in helping students to complete their assignments.

6. AI Skills Improvement

Skill	Percentage	Count
Academic Writing	11.76%	2
Grammar and Vocabulary	0%	0
Reading and Understanding Texts	29.41%	5
Speaking and Communication	0%	0

<i>All of the above</i>	52.94%	9
<i>Other</i>	5.88%	1

In the context of skills improvement, “all of the above” option which refers to academic writing skill, grammar and vocabulary skill, reading and understanding texts, speaking and communication skills, becomes the most prominent answer chosen by the students. This shows that along with the AI’s integration in their learning process, all the respondents agree that a number of significant skills has improved greatly. This small percentage of 5.88% (derived from other) indicates that there may be other more crucial aspects of skill development that have not yet been identified.

7. Main Constraints in Using AI for Learning

Constraint	Percentage	Count
<i>Unstable connection</i>	35.29%	6
<i>Not knowing how to use AI effectively</i>	11.76%	2

<i>Lack of confidence in AI results</i>	23.53%	4
<i>No significant obstacles</i>	29.41%	5
<i>Other</i>	0%	0

While AI is widely used and valued in learning, several challenges remain. It’s categorized into four groups according to the data above:

- **Connectivity Issues:** The most frequently cited constraint is an unstable internet connection, affecting over one-third of respondents (35.29%).
- **Trust and Confidence:** Nearly a quarter (23.53%) of students expressed a lack of confidence in the accuracy or reliability of AI-generated results.
- **Skill Gap:** A smaller group (11.76%) reported difficulty in using AI effectively, indicating a need for better guidance or training.
- **No Obstacles:** Almost 30% of respondents reported no significant obstacles in using AI for learning

8. Experience with Misinformation When Using AI

Response	Percentage	Count
Yes, often	23.53%	4
Sometimes	35.29%	6
Rarely	41.18%	7
Never	0%	0
Don't know	0%	0

Inaccurate information is a notable issue when using AI for learning. While the majority of users (76.47%) experience misinformation at least sometimes, it is rarely a constant problem for most (41.18%). It's important to know that AI is a tool to help us. Therefore, we have to recheck the answers provided by AI and analyze it more to obtain an accurate answer.

9. Perception of AI as an Effective Learning Tool for English Education Students

Response	Percentage	Count
Strongly agree	11.76%	2
Agree	64.71%	11
Neutral	17.65%	3
Disagree	5.88%	1
Strongly disagree	0%	0

A total of 64.71% of participants agreed, with 11.76% strongly agreeing, that AI can serve as an effective learning tool for English language students. There is broad agreement on the potential value of AI in the context of education, as evidenced by the fact that only 5.88% disagree.

10. The Suggestion of Using AI Routinely in The Learning Process on Campus

Response	Percentage	Count
Yes, strongly agree	41.18%	7
Partially agree	35.29%	6
Not sure	23.53%	4
Disagree	0%	0
Strongly disagree	0%	0

According to 41.18% of participants who strongly agree and 35.29% who agree, AI should be used routinely in the learning process. Students' willingness to integrate modern technology into the traditional

educational framework shows their positive attitude towards AI integration

II. Discussion

The discussion of the study's findings offers deeper insight into how AI shapes learning for fourth-semester English Department students at Universitas Prima Indonesia. Data show that these students have implemented AI tools tightly into their study habits: most log on several times a week and rate the assistance as indispensable, especially when the deadline looms.

ChatGPT sits at the centre of this blend, chosen over single-purpose programs because it speaks like a tutor rather than a stiff calculator. Students appreciate its conversational style, which helps them untangle questions and draft ideas, a shift that lines up neatly with communicative language teaching goals.

There are a variety of **purposes** for students in utilizing AI in their learning, and they use it mainly for completing assignments, checking grammar, and summarizing texts. This shows that AI can help with many different parts of language learning. Importantly, students say that using AI

has provided them with lots of **benefits**, especially in a number of necessary skills, such as academic writing, grammar, vocabulary, reading, and communication. This shows that AI has the potential to improve overall language proficiency.

However, the study also shows that there are big challenges while utilizing AI. Connectivity problems are still a big problem, which shows how important it is to have reliable infrastructure so that everyone can access AI resources. Also, worries about false information and a lack of trust in AI-generated content show that students need to learn how to think critically and use technology. These results support other studies that stress how important it is to teach students how to use AI tools safely and effectively.

Overall, students are ready to use AI as part of their education because they think it works well and strongly support its regular use on campus. To get the most out of AI, schools and universities should fix the problems that have been found by making it easier to use, giving people training, and encouraging people to think critically about what AI produces.

E. Conclusion

The objectives of this study were to investigate the purposes, benefits and challenges while utilizing AI faced by the 4th semester students majoring in English Department at Universitas Prima Indonesia, 2024/2025. Thus, the findings and discussions clearly show that students use AI for many purposes in their learning, such as assignment completion, grammar and writing checking, search for materials, and text summarization. One of the purposes reported most by the participants was in completing assignments.

On the other hand, this study also highlighted the benefits and challenges that the students encountered. Along with using AI in their learning process, students reported that they felt a great improvement in several significant skills, such as academic writing skill, grammar and vocabulary skill, reading and understanding texts, speaking and communication skills. However, some of the challenges were also encountered by the students, such as unstable connection, not knowing how to use AI effectively, and lack of

confidence in AI results. Additionally, the study also provided extra information regarding to the frequency of the students using AI, the most-frequent used AI app, and how effective AI is. Based on these findings, looking for the balance approach from lecturers and students will help AI fit into the curriculum in a way that makes sense, which will improve learning outcomes while lowering risks.

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