

THE USE OF ARTIFICIAL INTELLIGENCE IN LEARNING ENGLISH AT VOCATIONAL HIGH SCHOOL

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ABSTRACT

Artificial Intelligence (AI) is a groundbreaking technology in the contemporary era, particularly in the field of education. This study examines the application of Artificial Intelligence (AI) in English language learning at a vocational school with a focus on both students' and teachers' perceptions. A mixed-methods approach was employed, combining questionnaires and in-depth interviews with 7 teachers and 35 students. The findings reveal that AI tools such as ChatGPT, Grammarly, and Google Translate are widely used and perceived as effective in improving students' grammar, vocabulary, and writing skills. Students and teachers also reported that AI supports independent learning and enhances motivation. However, challenges such as overreliance on AI, lack of contextual understanding, limited internet access, and the absence of emotional interaction were identified. The study emphasizes the importance of a balanced learning strategy that combines AI technology with traditional classroom methods to achieve effective, and optimal English learning in vocational education settings.

Keywords: artificial intelligence; English learning; students' perception; teachers' perception; vocational school

ABSTRAK

Kecerdasan Buatan (AI) merupakan teknologi inovatif di era kontemporer, khususnya di bidang pendidikan. Studi ini mengkaji penerapan Kecerdasan Buatan (AI) dalam pembelajaran bahasa Inggris di sekolah kejuruan, dengan fokus pada persepsi siswa dan guru. Pendekatan metode campuran digunakan, menggabungkan kuesioner dan wawancara mendalam dengan 7 guru dan 35 siswa. Temuan ini mengungkapkan bahwa perangkat AI seperti ChatGPT, Grammarly, dan Google Translate banyak digunakan dan dianggap efektif dalam meningkatkan tata bahasa, kosakata, dan keterampilan menulis siswa. Siswa dan guru juga melaporkan bahwa AI mendukung pembelajaran mandiri dan meningkatkan motivasi. Namun, tantangan seperti ketergantungan yang berlebihan pada AI, kurangnya pemahaman kontekstual, akses internet yang terbatas, dan kurangnya interaksi emosional telah diidentifikasi. Studi ini menekankan pentingnya strategi pembelajaran yang seimbang yang menggabungkan teknologi AI dengan metode kelas tradisional untuk mencapai pembelajaran bahasa Inggris yang efektif dan optimal dalam lingkungan pendidikan kejuruan.

Kata Kunci: artificial intelligence; pembelajaran bahasa inggris; persepsi guru; persepsi siswa; sekolah vokasi

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INTRODUCTION

Artificial Intelligence, or AI, has become a transformative technology in education, particularly in language learning. AI can refer to the ability of machines to perform tasks normally requiring human intelligence, including natural language processing and decision making (Russell & Norvig, 2020). In the field of English Language Teaching (ELT), the integration of AI can be theoretically grounded in Computer-Assisted Language Learning (CALL), which emphasizes the use of digital technologies to facilitate language input, interaction, feedback, and learner autonomy in language learning (Beatty, 2013). Furthermore, AI-based learning also aligns with the concept of Self-Regulated Learning (SRL), which highlights learners' ability to actively plan, monitor, and evaluate their own learning process (Zimmerman & Moylan, 2009). In English learning, AI can be utilized through tools such as ChatGPT, Grammarly, and Google Translate to help students correct grammar, improve their vocabulary, pronunciation, and text generation, and explore more learning resources. These AI tools are designed to provide personalized learning experiences by adapting content to individual needs, thus enhancing engagement and learning outcomes, making classroom learning more effective (Fitria, 2023). AI significantly contributes to English language learning by personalizing education, enhancing teaching methods, improving practical skills, and providing diverse learning tools, ultimately creating a more effective and engaging learning experience for students (Ghafar et al., 2023). Similarly, Wei (2023) emphasizes the beneficial influence of AI on learning English and enhancing students' motivation.

In the context of English language learning, AI has become increasingly important, especially in countries like Indonesia, where English serves as a crucial tool for global communication and professional advancement. Vocational high school in Indonesia, aims to prepare its graduates to communicate English in various professional contexts, making it is essential to implement innovative approaches such as the use of AI in the learning process (Cela et al., 2024). The curriculum for teaching English in vocational high schools uses English for Specific Purposes (ESP), which focuses on developing English communication skills for workplace needs and specific occupations. ESP was developed in response to the growing demand for efficient and practical language training in professional settings (Salmani-Nodoushan, 2020). In this context, AI significantly expands the effectiveness of ESP instruction. Through AI-powered tools, students can engage in realistic job interview simulations, generate and refine workplace emails, and practice industry-specific vocabulary relevant to their fields. Moreover, AI allows students to receive instant feedback on professional language use, helping them improve accuracy and appropriate to use in workplace communication. Based on the study by Pratiwi et al., (2024) confirms that integrating English training into vocational contributes to students increased confidence and competence in real-life communication context such as job interviews and workplace interactions in international fields. English is considered a key to opening the gateway to global opportunities and is an important tool in most areas of life in the present globalized world, and as the global language (Rao, 2019). As a result, incorporating AI into English language instruction is viewed as an innovative strategy to address these challenges (Fitria, 2023; Wang, 2019). Pokrivcakova (2019) emphasized the need for teacher training to adapt to the AI era. The integration of AI in English learning not only streamlines the process but also makes it more flexible and inclusive. By combining technology with language education, AI empowers learners to achieve their goals at their own pace, anytime and anywhere.

Recent studies emphasize the effectiveness of AI in enhancing students' language skills. Syahnaz and Fithriani (2023) found that AI helps students receive immediate feedback, reduce errors, and boost confidence in writing. Likewise, Rukiati et al. (2023) argue that AI enhances language acquisition by enabling self-paced and customized learning. AI makes learning more interactive and engaging while analysing student progress and offering tailored recommendations (Wang, 2019). Research by Crompton et al., (2024) and Andika (2023) confirms that AI has great

potential to enhance teaching effectiveness and improve student learning experiences in English language education. This aligns with the findings of (Arbi, 2024), who highlights AI's transformative potential in English language learning. Dugosija (2024) states that by using AI technologies, one can find a variety of learning materials and methods for both learning and teaching languages, especially for English as a Foreign Language (EFL). Such diversity enables educators to choose resources that are most suitable for themselves as well as their students.

Moreover, (Rokhayani et al., 2022) emphasize that the implementation of Computer-Mediated Communication Artificial Intelligence (CMC AI) in English language education presents a range of benefits. Similarly, Huang et al., (2023) identify several key advantages of integrating AI into language learning, including: (1) the provision of personalized learning pathways, (2) the capacity for real-time adaptation to learners' needs, and (3) the enrichment of language learning experiences through diverse AI-driven opportunities. Overall, the integration of AI technologies substantially supports the teaching and acquisition of English as a Foreign Language by offering varied learning materials, individualized instruction, immediate feedback, and data-driven insights for educators.

However, AI cannot replace the pedagogical and emotional aspects of human teaching. Elliott (2023) and Aljuaid (2024) argue that over-dependence on AI can reduce students' critical thinking, creativity, and interpersonal communication skills.

There are several challenges to using AI in learning English. One of the main challenges is the potential for over-reliance on technology (Zhai et al., 2024). As Elliott (2023) points out, while AI can enhance personalized learning experiences, it may also lead to a diminished focus on traditional language acquisition methods. This can cause learners to lose essential skills such as critical thinking, creativity, and interpersonal communication, which are crucial for mastering a language. In addition, Roza and Zulhirawati (2023) add that guidance from experienced teachers is essential when using AI, to ensure its effective and ethical implementation. This shows how important teachers are in helping students use AI wisely, also building their critical thinking and independent learning skills.

Despite the promising benefits, studies on the application of AI in teaching English in vocational school settings are still very limited. Most existing studies focus on higher education or general secondary education settings. Furthermore, little is known about how both students and teachers experience and interpret the integration of AI tools in English language classrooms. This gap presents a challenge for educators aiming to adopt AI effectively in schools like Vocational High School.

Therefore, this study aims to explore the perceptions of students and teachers regarding the use of AI in learning English at a vocational school. It examines the practical implementation of AI tools, their perceived benefits, and the challenges they face when using AI in learning English. By focusing on both student and teacher perception, this study contributes to a growing body of literature on educational technology and provides valuable insights for future applications of AI in vocational English language instruction. Therefore, the research question is: how do the students and teachers perceive the use of Artificial Intelligence in learning English at Vocational High School?

METHODS

Research Design

Based on the research questions and the purpose of this research, a mixed method design was employed. This design is particularly suited for exploring complex phenomena and allows the integration of numerical findings regarding participants' perceptions. The aims of the study were to investigate and explore the use of Artificial Intelligence (AI) in learning English. By combining quantitative and qualitative data, the study sought to provide a deeper and more

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nuanced understanding of how AI is perceived and applied within English language learning contexts. Creswell (2014) notes that mixed-methods research is an investigative approach that gathers both quantitative and qualitative data and thus provides a more complete understanding of a research problem.

Population and Sample

This study was conducted at Vocational High School in Kudus, Central Java, Indonesia. The participants consisted of 7 English teachers and 35 students enrolled in the XII- Office Management 1 program. Participants for the interviews were selected based on their experience using AI in English learning. A purposive sampling technique was used to select the participants who were familiar with AI tools in learning English. This sample method ensured that the sample included individuals with pertinent, recent experiences, providing rich and detailed insights for this study.

Data collection and analysis

Questionnaires

The design of the questionnaire was created by the researcher based on previous studies. The researcher adjusted the questionnaires according to the needs of this research. The questionnaire consisted of 20 questions; the questions were divided into two sections. The first section contained questions for students, and the second section contained questions for the teachers.

The answer consisted of a five-point Likert scale: strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire was distributed online via Google Forms in February 2025. In total, 35 students from class XII Office Management 1 and 7 English teachers from Vocational High School participated in the questionnaire. Their responses provide a broad overview of the perception of AI's usefulness in learning English, perceptions of AI's ease of use, attitude toward AI, and AI usage behavior.

Interview

The researcher conducted semi-structured, in-depth interviews with open-ended questions, utilizing a one-by-one interview format at Vocational High School. This approach allowed for flexibility in the interview, enabling participants to express their thoughts and experiences in detail while still addressing the key research questions. This research conducted face-to-face interviews that fostered a more personal connection, encouraging participants to share their insights and feelings more openly.

The interviews were conducted face-to-face on 25-26 February at Vocational High School in Kudus. In this interview, the researcher interviewed 3 teachers and 2 students. The selection of participants for interviews followed a phenomenological approach, which emphasizes depth of understanding over quantity. Also, they agreed to be interviewed and were considered sufficient to represent the need for insight. Most of the interviews were 20-25 minutes for each participant, and the researcher also recorded the interview with audio and then transcribed it. The interview included 10 questions for both students and teachers. Questions are created based on previous literature reviews and statements of the problem.

The data in this study were analyzed using quantitative and qualitative analysis techniques. Data obtained from the questionnaire were processed using descriptive statistics and presented as percentages to identify general patterns of student and teacher perceptions regarding the use of AI in English learning. Meanwhile, interview data were interpreted through thematic analysis, which included data organization, coding, identifying key themes, and interpreting the findings. To enhance data credibility, the researchers triangulated the results of the questionnaire analysis and interviews.

FINDINGS AND DISCUSSION

Findings

The questionnaire results revealed important findings related to students' and teachers' perceptions of the use of Artificial Intelligence (AI) in English learning. This study involved 35 students and 7 English teachers at a vocational high school, and the questionnaire data obtained were then summarized and analyzed in Tables 1 and 2. These initial findings served as the basis for developing further discussions, which were organized into four main key themes and strengthened by interview data; perceptions of the usefulness of AI, perceptions of the ease of use of AI, perceived views toward AI, and perceptions of AI usage behavior. These four themes illustrate how AI is perceived and experienced in the English learning process at the vocational high school level.

Table 1 Students' Perception from the Questionnaires

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Positive (%) order
1	AI helps me improve my English skills effectively	20%	46%	34%	0%	0%	66%
2	AI provides better learning resources compared to traditional materials.	20%	34%	43%	3%	0%	54%
3	AI enhances my vocabulary and grammar understanding.	20%	49%	31%	0%	0%	69%
4	AI gives me quick and accurate explanations about English topics.	26%	57%	14%	3%	0%	83%
5	AI tools like ChatGPT, Google Translate, and Grammarly make learning English easier.	54%	31%	12%	0%	3%	85%
6	AI is easy to use for learning English	34%	37%	26%	3%	0%	71%
7	AI can quickly find the information I need using AI tools	57%	29%	14%	0%	0%	86%
8	AI is more convenient than traditional learning methods.	20%	31%	43%	6%	0%	51%
9	AI provides simple and fast solutions to my English learning problems.	34%	46%	20%	0%	0%	80%
10	AI helps me understand difficult English topics more easily.	28%	63%	6%	3%	0%	91%
11	I feel comfortable using AI for learning English.	31%	46%	20%	3%	0%	77%
12	I have a positive attitude towards AI in education.	46%	34%	20%	0%	0%	80%
13	AI motivates me to learn English more actively	17%	40%	43%	0%	0%	57%
14	I enjoy using AI because it makes learning English more interesting.	17%	60%	20%	3%	0%	77%
15	I prefer using AI over traditional learning materials.	14%	29%	54%	3%	0%	43%
16	I frequently use AI tools to support my English learning	29%	51%	20%	0%	0%	80%
17	I use AI to check my grammar and spelling when writing in English	26%	57%	17%	0%	0%	83%
18	I rely on AI when completing my English assignment	31%	43%	26%	0%	0%	74%
19	I use AI during class to help me understand the teacher's explanations	29%	51%	20%	0%	0%	80%
20	I recommend AI tools to my friend for learning.	31%	49%	17%	3%	0%	80%

The results indicate important insights into students' and teachers' perception of the use of Artificial Intelligence in Learning English. This questionnaire will be the basis for more in-depth discussions through interviews, which are organized into four main themes; perceived usefulness of AI, perceived ease of use of AI, perceived views toward AI, and perceived AI usage behavior. The interview data were used to clarify and strengthen the results obtained from the questionnaire.

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Table 2 Teachers' Perception from the Questionnaires

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Positive (%) order
1	AI helps students improve their English skills effectively.	57%	43%	0%	0%	0%	100%
2	AI provides additional learning resources that enhance my teaching materials.	43%	57%	0%	0%	0%	100%
3	AI tools, such as ChatGPT, Google Translate, & Grammarly, assist students in developing better skills.	43%	57%	0%	0%	0%	100%
4	AI enables students to learn English independently outside the classroom.	57%	43%	0%	0%	0%	100%
5	AI provides quick and detailed explanations that support the learning process	43%	57%	0%	0%	0%	100%
6	AI is easy to integrate into my English teaching activities.	29%	71%	0%	0%	0%	100%
7	AI tools are user-friendly for both teachers and students	29%	71%	0%	0%	0%	100%
8	AI helps reduce my workload in correcting students' grammar and writing assignments.	43%	28%	29%	0%	0%	71%
9	AI offers simple solutions to students' learning difficulties.	43%	43%	14%	0%	0%	86%
10	AI provides instant feedback to students, making learning more efficient.	29%	57%	14%	0%	0%	86%
11	I have a positive attitude toward using AI in English teaching.	29%	71%	0%	0%	0%	100%
12	AI motivates students to be more engaged in learning English.	29%	42%	29%	0%	0%	71%
13	I encourage my students to use AI responsibly in their English learning.	29%	71%	0%	0%	0%	100%
14	I believe AI can complement traditional teaching methods effectively.	14%	86%	0%	0%	0%	100%
15	I am interested in learning more about AI applications in education.	57%	43%	0%	0%	0%	100%
16	I frequently use AI tools to prepare teaching materials.	29%	43%	29%	0%	0%	71%
17	I use AI to assist in evaluating students' assignment.	14%	43%	43%	0%	0%	57%
18	I allow my students to use AI for learning with proper guidance.	29%	57%	14%	0%	0%	86%
19	I collaborate with other teachers to explore AI in English learning	14%	57%	29%	0%	0%	71%
20	I recommend AI tools to students as supplementary learning resources.	15%	71%	14%	0%	0%	86%

The questionnaire results indicated that both students and teachers viewed AI as a useful tool in English learning. From the questionnaire data, 66% of students stated that AI helped improve their language skills, 91% felt that AI made it easier to understand difficult material, and 85% of students felt that AI such as ChatGPT, Google Translate, and Grammarly made the English learning process easier. The teacher questionnaire results even showed a stronger perception, where all respondents (100%) stated that AI helps improve students' abilities and provides additional learning resource references that help enrich teaching materials and support independent learning outside of class. Interview results also supported these statements. Students used ChatGPT for material explanations, Google Translate for understanding vocabulary and translations, and Grammarly

for improving grammatical accuracy. Teachers also assessed that these AI tools were effective in supporting learning activities, assisting students in completing assignments, and helping them find easy learning resources.

The data shows from both questionnaire and interview indicated that AI is not only useful for improving their understanding in learning the English language, but also easily and practically applied by students and teachers. From the questionnaire, 71% of students agree that AI is easy to use in learning English, and 77% are happy and comfortable to use AI since it can make learning more enjoyable. However, from a teacher's point of view, 100% of teachers believe that AI can be easily integrated into English language learning activities. Both students and teachers perceived that AI technology is easy to use and practical for learning English. In their interview result, they also show that AI can be integrated into education, even though there are a few challenges that they must face.

In addition, AI is also positively received by students and teachers as part of the English language learning process in their vocational school. Based on the questionnaire findings, 80% of students showed a positive attitude towards the AI in learning English. Meanwhile, from the teacher's perspective, all respondents 100% showed a positive attitude towards the use of AI in learning English and believed that AI could complement traditional learning methods effectively. 86% of teachers recommended AI to students as a learning support tool and showed a high interest in learning more about the application of AI in the context of English Language Education. Interview data supports these questionnaire results, where students considered AI as an interesting and motivating learning tool. Meanwhile, teachers confirmed their positive attitude towards AI, with the note that its use must be done responsibly and under proper guidance to prevent misuse.

Both students and teachers perceived that AI is not only perceived as useful, user-friendly, and positively accepted, but it is also applied effectively by both students and teachers in English learning activities. Based on the usage behavior indicators in the questionnaire, 80% of students showed regularly using AI tools to support their learning. In contrast, teachers showed a slightly lower level of use, with 71% indicating frequent use of AI for preparing the lesson plan and instructional materials. Additionally, 83% of students utilize AI to check grammar and spelling in their writing, while 74% stated that they use AI to support and enhance their English learning. Interview findings further explain this questionnaire that the students use ChatGPT to search an idea when they write an application letter or offering letter, then they translate it into English using Google Translate, and the last they will check the grammar and vocabulary using Grammarly. Interview findings, whereas teachers believe that AI can be effectively integrated into teaching and learning English, particularly for material preparation and providing feedback to students.

The insights from the interviews further support these findings, emphasizing the importance of teacher guidance in the effective and ethical use of AI. Teachers expressed a strong interest in learning more about AI applications in education, highlighting the potential for AI to complement traditional teaching methods while still requiring human oversight and interaction. Students also acknowledged the need for teacher guidance, indicating that while AI is beneficial, it cannot replace the interpersonal learning experiences provided by teachers.

Discussion

The findings of this study show that both students and teachers at this Vocational high school have a positive perception of using AI in English language learning. Both students and teachers perceive AI as a helpful tool to learn English in the classroom and outside the classroom. In this discussion present the findings based on the four emerging themes based on the questionnaire results (n= 35 students; n= 7 teachers) and supported by insights from the interviews.

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Perception of AI's Usefulness in Learning English

Both students and teachers showed a strong belief in the usefulness of AI for improving their English learning. 23 out of 35 students (66%) reported that AI helps improve their English skills effectively. In addition, 32 students (91%) reported that AI makes it easier to understand difficult English topics, and 30 students (86%) agreed that AI tools such as ChatGPT, Google Translate, and Grammarly make learning English easier. This perception is strengthened by interview data. A student described the practical benefits of using AI in his daily English learning activities.:

"I use AI in pretty often. I use google translate when I don't know about the meaning of a word, Grammarly to check my writing and grammar, and ChatGPT when I need more explanations. It's like having a tutor available anytime." (Student interview, 25 Feb 2025).

One student reported that AI can help practice pronunciation, and confidence in speaking English.

"Sometimes I use a Google Translate and use the microphone logo to check how to pronounce the words in English. Sometimes I also ask ChatGPT to make a dialogue during the practice to be a receptionist, then I read it aloud. I feel more confident because I can practice without being afraid of making mistakes." (Student interview, 25 Feb 2025).

From the teacher's perspective, the perception of usefulness was even stronger. 7 out 7 English teachers (100%) agreed that AI supports students in improving better English skills and provides additional learning resources to develop teaching materials. These quantitative results are supported by the interview data. One teacher said;

"AI helps personalize learning based on each student's needs. AI gives students the flexibility to learn at their own pace, making it easier for me to support both fast learners and those who need extra help." (Teacher interview, 26 Feb 2025).

These findings are aligned with Ghafar et al. (2023) and Rokhayani et al. (2022), who affirm AI contributes to the improvement of grammar, writing, speaking skills by offering immediate feedback and a personalized learning experience.

In addition, a teacher added that AI not only provides access to various digital tools but also expands students' English knowledge beyond what is provided in traditional classroom learning. The teacher explained:

"AI helps students develop their vocabulary and grammar through tools like Grammarly and ChatGPT. It also gives access to more examples and exercises that are not in the textbook, so students can explore more material by themselves," (Teacher interview, 26 Feb 2025).

This perception was also added by the students' experiences. One student said:

"I always use ChatGPT and Google Translate... I need to know about the meaning and some words I didn't know" (Student interview, 25 Feb 2025).

Another student added:

"In my writing, Grammarly corrects my mistakes. I also use AI-generated audio to practice listening and pronunciation." (Student interview, 25 Feb 2025).

These findings reveal that students and teachers benefit from the use of AI in vocabulary development, improving grammatical accuracy, improving student's speaking skills, and improving their writing skills.

Perceived AI's Ease of Use in Learning English

The findings of this study indicate that both students and teachers perceive AI as a technology that is easy to use in English learning. Based on the questionnaire results, 25 out of 35 students (71%) agreed that AI is easy to use, and 30 students (86%) stated that AI tools help them find information quickly. Meanwhile, all 7 English teachers (100%) reported that AI is easy to integrate into teaching activities. These results show that AI is perceived as a practical and accessible tool by both students and teachers. This perception is further supported by the interview data. One student highlighted the convenience of using AI tools during class and outside learning time:

"I use Google Translate when I don't understand the meaning of a word, and ChatGPT if I need longer explanations. It's easy to use, and the answers come quickly" (Student interview, 25 Feb 2025).

In addition, students also reported that the ease of use of AI help them to practice speaking independently. One student explained:

"Usually I ask ChatGPT to make a short dialogue. I can read it aloud and practice speaking, I can do it anytime without needing a partner. It's really easy." (Student interview, 25 Feb 2025).

From a teacher's perspective, ease of use is evident in the process of developing teaching materials. One teacher added:

"When I create materials, sometimes I use AI too. It helps me find an idea to make a lesson plan" (Teacher interview, 26 Feb 2025).

These findings indicate that AI serves not only as a learning aid for students but also as a supportive tool for teachers in English instruction. The ease of use enables both students and teachers to integrate AI naturally into their learning and teaching activities without requiring complex technical skills. Such findings are in line with Crompton et al. (2024), who noted that AI has strong potential to enhance teaching effectiveness and improve student learning experiences in English language education.

Perceived Views Toward AI in Learning English

Based on the findings of this study, it shows that all participants have a positive view towards the use of AI in English learning. 28 of the 35 students (80%) reported having a positive view towards AI in an educational context. Meanwhile, teachers have a higher perspective; all seven teachers (100%) expressed a positive view towards the integration of AI in English teaching. This positive perception was also reflected in interviews. One student shared how AI increases engagement in the learning process:

"We can talk with Character AI like with a human. It can improve our speaking skills. It makes English learning more fun and motivating" (Student interview, 25 Feb 2025).

Similarly, one teacher highlighted AI's role in increasing student engagement:

"AI makes learning more flexible and enjoyable, especially for students who need visual or written examples" (Teacher interview, 26 Feb 2025).

However, the interview results also revealed differing perceptions among teachers regarding student learning motivation. One teacher stated that AI does not always improve learning motivation, in contrast to informant 4:

"So far, AI has not really increased students' motivation in learning English. Children tend to use AI only to find quick answers." (Teacher interview, 26 Feb 2025).

This contradiction shows that while AI is perceived as motivating by many students and some teachers, its impact on motivation depends on how it is used in learning activities. When used as an interactive and supportive learning tool, AI tends to increase student interest and engagement. Conversely, when used solely to obtain instant answers without in-depth learning, AI can decrease students' intrinsic motivation. This finding aligns with Wei (2023), who stated that AI can increase motivation when it supports self-regulated learning, but requires appropriate guidance to prevent passive learning.

Perceived AI Usage Behavior

Based on the questionnaire results, 28 out of 35 students (80%) agreed that regular use of AI applications such as ChatGPT, Grammarly, and Google translate can help with assignments, check grammar, and understand learning materials. In addition, 29 students (83%) used AI to check grammar and spelling, while 26 students (74%) used AI when completing the assignments. The teachers' perspective shows that 6 out of 7 teachers (86%) agreed that they allowed and recommended students to use AI as a supplementary learning tool with proper guidance. In addition, 5 teachers (71%) stated that they frequently used AI to prepare teaching materials. The interview data support these results. One student described when she used AI for her daily use:

"I use AI pretty often. I use Google Translate when I don't know about the meaning of a word, Grammarly to check my writing and grammar, and ChatGPT when I need more explanations. It's like having a tutor available anytime" (Student interview, 25 Feb 2025).

Teachers also noted that students primarily use AI for writing, translation, and grammar assistance, while they use AI to assist in material preparation and giving feedback. Although AI is widely used, both teachers and students emphasized that AI should remain a supporting tool, not a replacement for the teacher's role. This finding highlights the importance of balancing AI use with direct instruction and human interaction in English learning. Teachers emphasized that AI must be integrated alongside traditional pedagogical methods, not as a substitute:

"I still have to use traditional methods. Students must present, write, and speak English directly in class" (Teacher interview, 26 Feb 2025).

These findings show that while AI is widely used and considered helpful, students and teachers remain aware of the essential role of direct instruction and human interaction in English learning

STUDY LIMITATIONS

This study has several limitations that should be acknowledged. First, the sample size was relatively small, involving only 35 students and 7 English teachers from a single vocational high school. Therefore, the findings may not fully represent vocational schools in other regions or educational contexts. Second, this study focused on students from one specific major, which limits the generalizability of the results to other vocational fields. Third, the data were mainly collected through self-reported questionnaires and interviews, which may involve potential response bias, as participants could provide socially desirable answers. The last, this study examined only general perceptions of AI use and did not measure learning outcomes through experimental or performance-based methods.

CONCLUSIONS AND SUGGESTIONS

Based on the findings of the above study, the researcher concluded that AI offers valuable tools to support English learning for vocational high school from students and teachers. AI tools

such as ChatGPT, Google Translate, and Grammarly are widely used and perceived as effective in improving students' grammar, vocabulary, translation ability, and writing skills. In addition, AI is considered easy to use, practical, and helpful in supporting independent learning activities both inside and outside the classroom.

The research also emphasized the importance of balanced implementation of learning strategies between the technology of Artificial Intelligence/AI and traditional methods. Teachers play a crucial role in ensuring ethical and effective use of AI in the classroom. AI should be supportive, not replacing the tool in the learning process of languages.

Teachers remain essential for guiding students, contextualizing content, and nurturing critical thinking. A blended learning approach combining AI and a traditional approach is recommended. Further research can broaden the study in exploring other focuses, such as a single focus on a single format of AI, such as focusing on one single type of AI, for instance, like ChatGPT. Further researchers can also focus on particular language skills and also the other approaches, for example, focusing on listening and speaking while using different approaches to expand the variety of data that can be utilized. With the swiftly increasing AI today, the scope of research being able to be studied in this field will also become increasingly broad and relevant for future research.

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