

**ARTIFICIAL INTELLIGENCE IN ENGLISH EDUCATION  
AT UNIVERSITY OF MINDANAO DIGOS COLLEGE:  
A CASE STUDY**



**AN UNDERGRADUATE THESIS**

**Submitted to the faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto  
as the Requirement for Writing an Undergraduate Thesis**

**by**

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If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

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(S.Pd.) Degree by the examiners.

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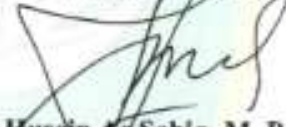
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***Assalamualaikum Warahmatullahi Wabarakatuh***

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***Wassalamu'alaikum Warahmatullahi Wabarakaatuh***

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## **MOTTO**

“Strive for growth in every lesson, for even in failure,  
there is success”

“Aim for the stars, even if you have to dodge a few meteors along the way”

(Octopus)



## DEDICATION

I dedicate this thesis to:

The Dean of Faculty of Tarbiya and Teacher Training Prof. Dr. H. Fauzi, M.Ag.

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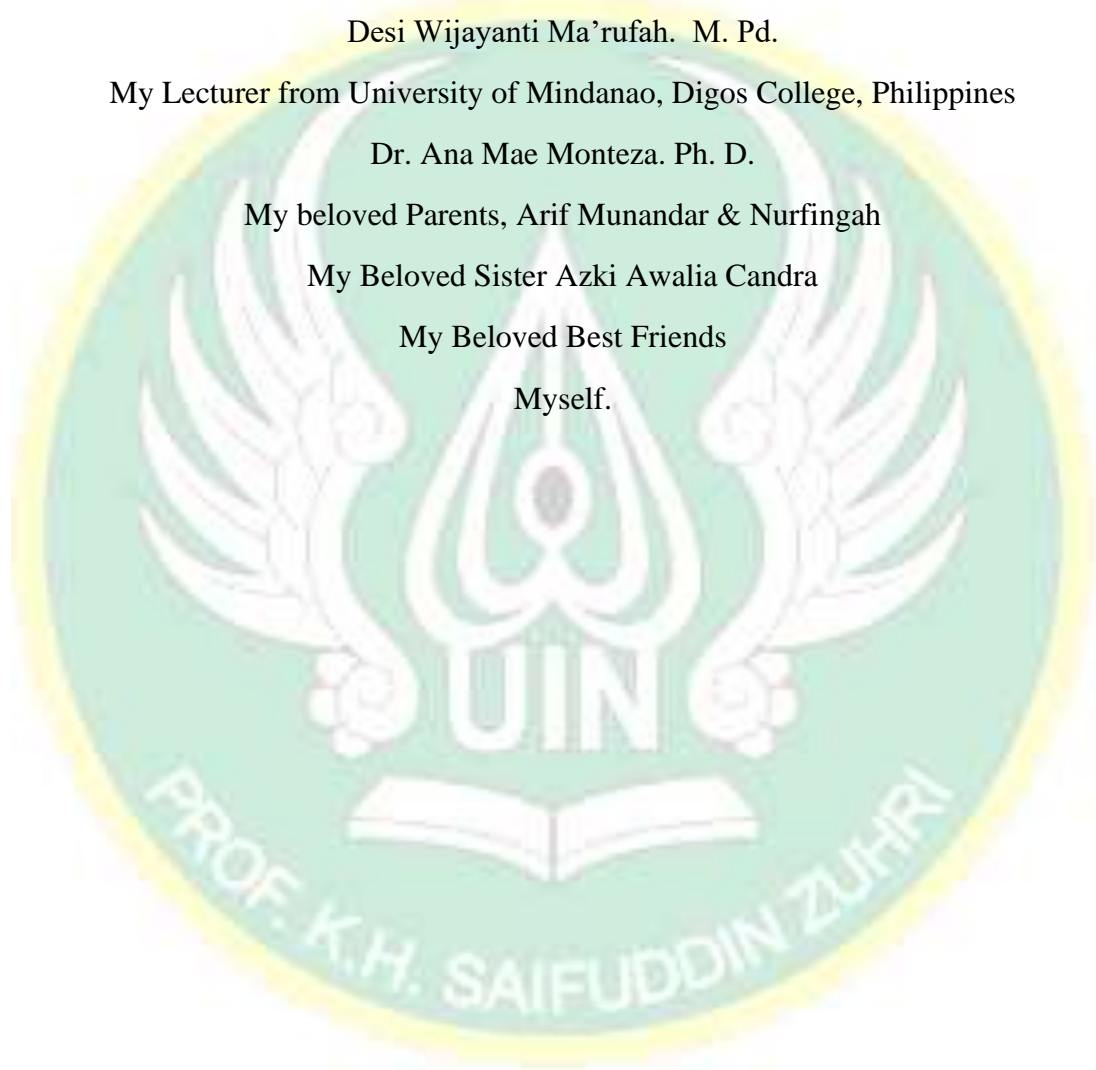
Dr. Ana Mae Monteza. Ph. D.

My beloved Parents, Arif Munandar & Nurfingah

My Beloved Sister Azki Awalia Candra

My Beloved Best Friends

Myself.



## PREFACE

In the name of Allah, the merciful and benevolent. Thanks to be Allah, the Creator of the Universe, who has enabled the author to successfully complete this thesis. Sholawat and Salam are given upon our prophet Muhammad SAW who has guided us from the darkness to light.

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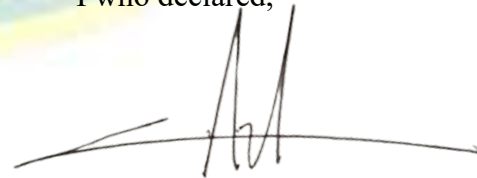
1. Prof. Dr. H. Fauzi, M.Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
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Purwokerto, 1 Juli 2024

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# ARTIFICIAL INTELLIGENCE IN ENGLISH EDUCATION AT UNIVERSITY OF MINDANAO DIGOS COLLEGE: A CASE STUDY

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**Abstract:** This study explores the contribution of artificial intelligence (AI) on English language instruction at Digos College, University of Mindanao. The research investigates students at the University of Mindanao utilize AI in various aspects of their education. The first research question (RQ1) investigated how students incorporate AI into their English learning strategies. The second research question (RQ2) investigate the ways in which AI assists students in both their learning processes and daily lives. The third research question (RQ3) identified fostered English skill resulting from the use of AI in daily activities and English learning. Data collection involved a combination of qualitative methods, including classroom observations, structured interviews 10 students from 1<sup>st</sup> to 4<sup>th</sup> years students of Department Teaching English (DTE). The collected data were analysed using case study to identify patterns and themes related to the integration of AI in English education. Data Triangulation was employed to cross-verifying information from multiple data sources. Overall, the study highlights the positive contributions of AI in education and suggests promising innovations for integrating AI into educational practices.

**Keywords:** *Artificial Intelligence, AI Integration, Language Learning, University of Mindanao Digos College.*

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# CHAPTER I

## INTRODUCTION

### A. Research Background

Artificial intelligence (AI) has become increasingly popular among students. As technology continues to advance, more students are recognizing the potential of AI to enhance their learning experiences (Smith, 2023). Whether it's applied AI-powered study, AI-driven resources, or participating in AI-focused courses and workshops, students are embracing AI as a valuable tool for expanding their knowledge and skills. Many students are realizing the potential of artificial intelligence to enhance their learning experiences This growing student interest in AI reflects a broader trend toward embracing technological innovations to improve educational processes.

However, it is important to understand the roots of AI technology and its evolution over time to understand its current impact on education(Zang, 2022). The field of artificial intelligence can be traced back to important milestones, such as the creation of logic theorist John McCarthy in 1956, which marked a pivotal moment in the quest to emulate human-like intelligence. Since then, AI has made significant progress and many innovations have increased its capabilities in various fields.

The historical development of AI has been marked by Milestones. One of the creations is AI named *Logic Theorist*, created in 1956 by John McCarthy, the AI who could respond non-numerically and thereby solved the venerable mind-body problem. Since then, the AI expand more to the world each year, many AI invented such as *Whitehead's Principia Mathematica*, by Simon, but unfortunately rejected to *The Dartmouth Workshop*. The proposal of that AI, and they choose to invent how to cooperate AI not in different field but in one field corporate duplicating human such as creativity, self-improvement, and language use. AI had the ability to process the instruction based on their data

and response as human called *Natural Language Processing* (Huang, 2010), where it possible to receive command either in speaking and writing to response, learn, and collect enormous data within seconds. This instant response is the characteristic of AI, they could think and make conclusions similar to humans, based on their data.

Since its inception, artificial intelligence has expanded its influence and penetrated into various aspects of society, including education. The emergence of Natural Language Processing (NLP), highlighted by Huang (2010), enabled AI to process instructions and respond to commands in a human-like language, facilitating seamless communication between humans and machines. This ability to quickly process massive amounts of data and provide immediate answers underscores AI's ability to mimic human cognitive processes, thus revolutionizing teaching practices. Neuro Linguistic Programming (NLP) is a psychological approach to analyzing and understanding human thinking, communication and behavior. It combines neurology (how the brain works), linguistics (how language affects us) and programming (how we structure our thoughts and behaviors) to help people improve their mental processes, communication skills and personal development (Bandler, 1979).

The accessibility and versatility of AI applications have democratized access to advanced learning tools, enabling students to integrate AI into their educational pursuits. This integration has opened up new avenues for innovation and collaboration, fundamentally reshaping the university experience. In the realm of English education, the growing reliance on AI reflects broader trends in the adoption of technology-enhanced learning environments. As highlighted by Mualim (2019), digital technologies have become integral to classroom activities, facilitating immersive and interactive learning experiences. This fusion of technology with traditional pedagogical practices signifies a paradigm shift in educational approaches, heralding a new era of digital literacy and technological fluency among learner. Classroom activities could be held in digital technology.



Artificial Intelligence have made it easier and more flexible, democratizing access to cutting-edge learning tools and changing college life for the better. The growing reliance on AI in English language education reflects broader trends in the adoption of technology-enhanced learning environments. This fusion of technology with traditional pedagogical practices marks a paradigm shift in educational approaches and heralds a new era of digital literacy and technological fluency among students. At the forefront of this transformative change is University of Mindanao's Digos College, which has embraced artificial intelligence technology to improve the English learning of its diverse student major.

Artificial Intelligence has revolutionized education, democratizing access to cutting-edge learning tools and reshaping college experience. The increase of using AI in English language instruction is a reflection of wider trends in the adoption of technology-led learning environments, signaling reorientations in approach to education and encouraging students to become more digitally informed. At the forefront of this transformative change is University of Mindanao Digos College, Philippines. Based on preliminary observation held on 21<sup>st</sup> to 24<sup>th</sup> February. The observation find they have been integrating AI to improve English Language learning specially in English Department Teaching Education. The university's proactive approach to the use of artificial intelligence technology underlines the university's commitment to improving English learning outcomes and adapting to the changing needs of students.

This phenomenon brings the interest to study about learning integration based on AI. In order to conduct research in the theme of AI, preliminary observation is held in University of Mindanao, Digos College, Philipines. In the reason of this observation held in University of Mindanao, Digos College, Philippines because it's known for providing excellent education and creating a vibrant learning environment. The university understands the importance of using new technology in teaching. They have started using AI to help students learn better, especially in subjects like English. Many students come from

different backgrounds and languages, so it's essential to help them improve their English skills. The university is working with AI technology companies and doing research to find the best ways to use AI to help students learn languages. Looking specifically at how AI is used in English Language Learning at the University of Mindanao gives a chance to see how it's making a difference in real classrooms. By studying how AI is used, what methods are used, and how it helps students, we can understand better how technology is changing education at the University of Mindanao and elsewhere.

To find the novelty of the research, previous study is need to find the gap of research. The previous study Impact of Assisting AI among higher education students Nilson (2023) shows a two-sided blade. AI will help them in their learning and give positive feedback. The other hand AI have possibility to replace some jobs in the future. And it related to paper written by Drach (2023) AI adopted to achieve accessibility and equality in their works even the risk and challenge still need to be concerned. Other paper by Zang (2022) studied that the awareness of AI becomes a crucial aspect that offers students with minimum understanding and demands awareness in education and becomes an essential aspect. The gap between the three previous papers highlights is need for further investigation into the specific phenomenon of integrating AI within the context of English Language Learning ELL at University of Mindanao, Digos College, Philippines. This study aims to understand the strategies employed by the students in utilizing AI for ELL, integration, and assess the resulting enhancement. By focusing on this particular setting, the research aims to give a better grasp of how AI can be used to improve language learning, adding to what we already know about using AI in education. Based on initial observations the growing popularity of AI in English learning, this study was examined how AI is integrated into English Language Learning (ELL) at the University of Mindanao. The aim is to understand the common AI tools used, how they're incorporated into ELL. The goal is to gain insights into how AI foster English learning among students at the University of Mindanao, Digos

College. Therefore, the research was be entitled “*Artificial Intelligence in English Education at University of Mindanao Digos College: A Phenomenological Study*”

## **B. Clarification of Key Terms**

### **1. Artificial Intelligence**

According to Smith (2023), Artificial Intelligence refers to the development of computer systems capable of performing tasks that typically require human intelligence. AI involves the creation of algorithms and models that enable machines to learn from data, recognize patterns, and make decisions with minimal human intervention. Additionally, Wang (2021) emphasize that AI encompasses various techniques such as machine learning, natural language processing, and computer vision, enabling machines to simulate human-like behaviors and cognitive processes. Furthermore, Huang (2010) argue that AI involves the development of systems that can perceive their environment, reason, and act autonomously to achieve specific goals.

In summary, based on the definitions provided by three journals, AI can be conceptualized as the creation of computer systems that possess the ability to learn from data, understand natural language, perceive their environment, and make decisions autonomously. These definitions collectively highlight the multifaceted nature of AI, encompassing a broad range of technologies and methodologies aimed at replicating human-like intelligence in machines.

### **2. English Education**

English Education refers to the field dedicated to the teaching and learning of the English language, literature, and related skills. According to Brown (2007), English Education encompasses the development of instructional strategies and curriculum frameworks aimed at fostering

language proficiency, critical thinking, and communication skills among learners. Additionally, Smith (2020) emphasize that English Education involves the cultivation of language competence across various modalities, including speaking, listening, reading, and writing, to empower students to effectively engage with diverse texts and contexts. Furthermore, Wilson (2019) argue that English Education encompasses broader goals of promoting literacy, cultural awareness, and social equity through the study and appreciation of English language and literature.

In summary, based on the definitions provided by Brown (2007), Smith (2020), and Wilson (2019). English Education can be conceptualized as the systematic approach to teaching and learning the English language, literature, and associated skills with the overarching aim of developing language proficiency, critical literacy, and cultural understanding among students. These definitions collectively underscore the multifaceted nature of English Education, which encompasses not only language instruction but also broader objectives of promoting social and cultural awareness through the study of English language and literature.

### **C. Research Questions**

Based on the research background above, the research question was divided into three:

1. What are kind of AI tools and benefits in English Learning by the students integrating AI at the University of Mindanao, Digos College?
2. How could AI work as an assistant in Student English Language Learning at the University of Mindanao, Digos College?
3. What are the identified enhancement AI has on the English Language Learning Process at the University of Mindanao, Digos College?

## **D. Aims and Significance of The Study**

### **3. Aims of the research**

This research based on the research question was aims:

- a. To investigate type of AI students, integrate and different benefits students' AI at University of Mindanao, Digos College, Philippines.
- b. To investigate the works of AI as an assistant in Student English Language Learning at University of Mindanao, Digos College, Philippines.
- c. To Investigate the identified enhancement AI has on the English Language Learning Process at University of Mindanao, Digos College, Philippines.

### **4. Significant of The Research**

#### **a. Theoretical significances**

This research is focused on:

- 1) Type of AI students integrate and benefits students' experience at University of Mindanao, Digos College, Philippines.
- 2) AI work as an assistant in Student English Language Learning at the University of Mindanao, Digos College, Philippines.
- 3) The identified enhancement AI has on the English Language Learning Process at the University of Mindanao, Digos College, Philippines.

#### **b. Practical significances**

- 1) Educator and administration

This research intent to innovate to educator and administration to provide insight and inform decisions about curriculum design, instructional methods, and technology integration strategy to enhance language learning.

## 2) University Students

Understanding how AI technologies can support their language learning journey can empower them to take advantage of available resources and adapt their study habits to maximize learning outcomes.

## 3) Next Researcher

The other researcher that interested in similar topics can build upon the findings and methodology to further advance knowledge in this area.

### **E. Review of Relevant Studies**

There is numerous study that interested with AI in education. The first study carried by Luckin & Cukurova (2019) entitled *Designing educational technologies in the age of AI: A learning sciences-driven approach*. Their research was focus on development of AI technologies as educational need and learning. They are using three case studies to show and inform judicious analysis of AI usage to enrich multimodal data so AI could support teacher to scaffolding their students. This study also learns how AI algorithms and its technologies to help teacher to leverage faster and analyze numerous educational data at speed. However, their study is more focused on how AI can possibly work together with teacher to design their lesson, on the other hands this research was more focused in what is the phenomenon happen within students.

The second research that conducted by Wang (2023) entitled *Artificial Intelligence Technologies in College English Translation Teaching* this study find from the survey indicated that integrating artificial intelligence technologies into educational strategies could The survey showed that using artificial intelligence in teaching could greatly help aspiring translators learn important skills. Understanding how crucial it is to focus on developing specific skills and knowledge in interpreter training, the author created a plan for an

online course called "Simultaneous and Asynchronous Translation in the Digital World. And it only focused on translating, otherwise this study was followed up the phenomenon of students using AI in their learning environment.

The third research conducted by Zang (2022) entitled *The Application of 5G and Artificial Intelligence Technology in the Innovation and Reform of College English Education*. This study explores specific techniques and approaches for integrating 5G technology and artificial intelligence into higher education and English learning. An experiment is conducted to evaluate the effectiveness of this approach compared to traditional teaching methods. The results indicate that utilizing this method is effective, as it increases students' interest in learning and enhances their practical skills. Nevertheless, this study is focused on approach on how integrate AI in teaching English, and how interest students integrate, this study did not yet mention on how the phenomenon AI could contribute after integrating AI in ELL. On the other hand, this current study was approach students on the way they use AI in their ELL process, what is the enhancement of AI in English Language Learning.

The fourth research entitled *The future of higher education in the light of artificial intelligence transformations* by Aldosari (2020) this study revealed a lack of awareness regarding the implementation of artificial intelligence and emphasized the necessity of raising awareness within the Saudi educational context about the opportunities presented by artificial intelligence applications in education. This study shows in Saudi, that integrating AI in ELL should require awareness, the awareness cannot be enhanced without finding how AI works within students. This the reason why the study was conduct. This research finds out how AI affect students in their English Learning process.

The fifth research entitled *The use of AI as a tool to support teachers and students in creating and using educational content for higher education - Master Thesis Synopsis* by Muriuki Njogu (2023) shows the use of AI lecture and students as a study case in Canopey LAB, and the main issue is gender

disparities and the marginalization. As comparison, this AI focused on the possibility of AI integration in education. The other hand, this study was followed up the phenomenon of AI within student's environment especially in University of Mindanao.

The sixth research by Ren (2021) entitled *Networked Artificial Intelligence English Translation System Based on an Intelligent Knowledge Base and Translation Method Thereof*. This paper experimented the effectiveness of the intelligent knowledge-based translation system is evaluated by comparing its performance against traditional methods under various conditions. The results of the experiment indicate that the intelligent knowledge-based translation system consistently outperforms traditional methods across different variance levels. Overall, the experiment validates the efficacy of the intelligent knowledge-based translation system in producing accurate and contextually appropriate translations, highlighting its superiority over traditional methods based solely on lexical structure analysis. This paper is focusing how accurate AI in translation, but did not mention how AI could possibly give contribution to the user after using AI as their assistant.

The seventh paper conducted by Nilstone (2023) entitled *The impact of artificial intelligence amongst higher education students*. The paper show impact of AI in university who applied sciences. Students generally show positive impact gives students perspective that in the future jobs was not be replaced. This study is the most similar to the current study. Otherwise, this study was focus on English language department at University of Mindanao and show the comparison between phenomenon on different major.

## **F. Organization of The Paper**

To make a logical and systematic discussion, it is necessary to frame a structure of this research. The things that were explained in this research are as follows:



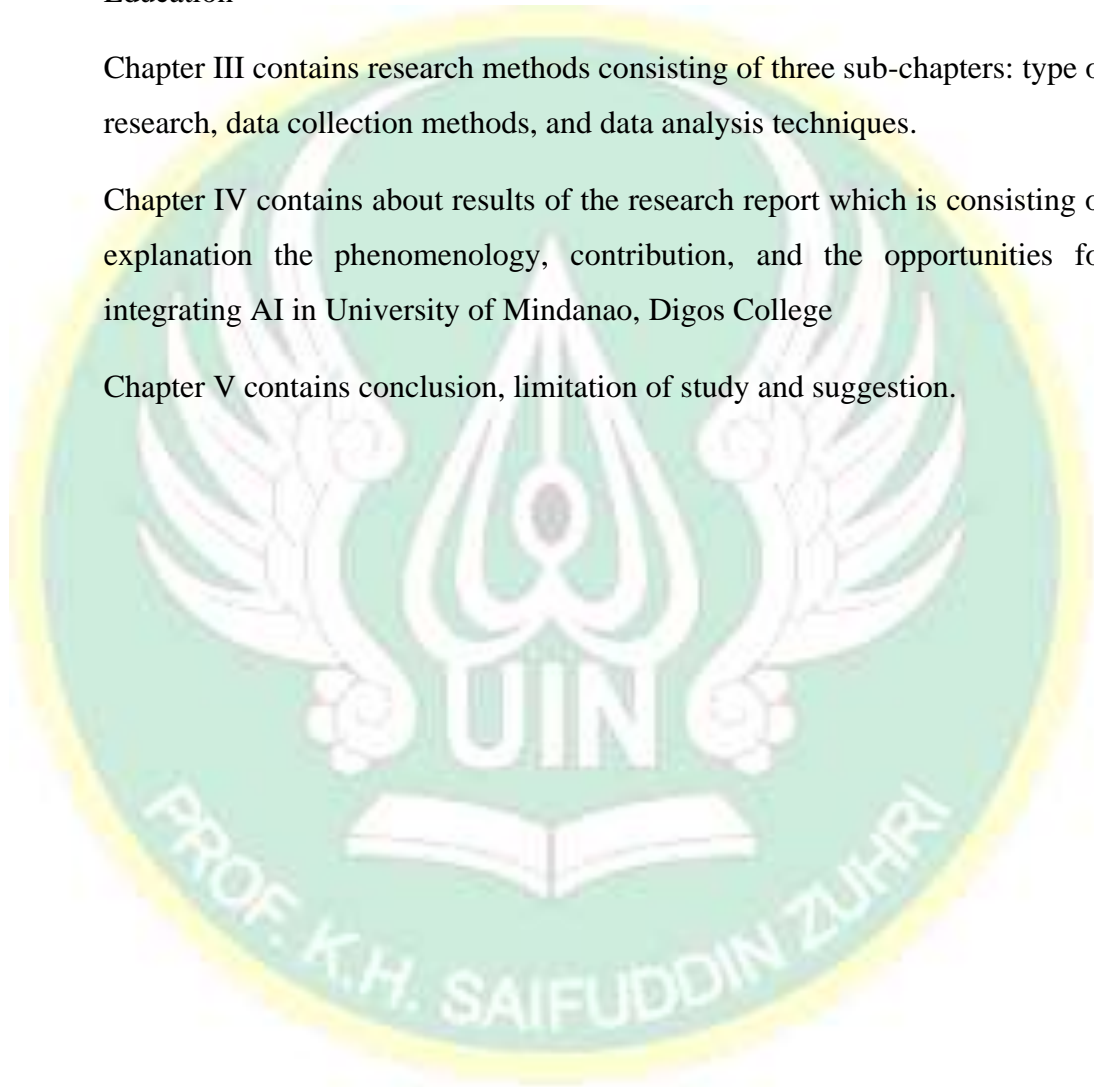
Chapter I contains an introduction consisting of the background of the problem, operational definitions, research questions, research objectives and research significance.

Chapter II contains the theories of Artificial Intelligence that related to English Education

Chapter III contains research methods consisting of three sub-chapters: type of research, data collection methods, and data analysis techniques.

Chapter IV contains about results of the research report which is consisting of explanation the phenomenology, contribution, and the opportunities for integrating AI in University of Mindanao, Digos College

Chapter V contains conclusion, limitation of study and suggestion.



## CHAPTER II

### LITERATURE REVIEW

#### A. Artificial Intelligence

Artificial Intelligence (AI) is like giving computers the ability to think and learn, almost as if they have their own brains (Huang 2010). In education, AI has the potential to completely change the way we teach and learn. These smart computer systems can act like personal tutors for each student, understanding how they learn best and helping them improve. For example, if a student struggles with certain topics, AI can provide extra practice and explanations tailored to their needs. AI are created in complex system consist with:

1. Natural Language Processing
  - a. **Text Understanding:** AI systems equipped with NLP (Natural Language Processing) capabilities decipher and interpret human language, encompassing written text and spoken discourse. This entails comprehension of grammar, syntax, semantics, and contextual nuances.
  - b. **Language Translation:** NLP enables AI to perform accurate and efficient translation of text across different languages, preserving the original intent and meaning through linguistic analysis (Jones & Lee,2019)
  - c. **Sentiment Analysis:** AI conducts sentiment analysis to discern emotional tones and attitudes expressed in textual content, facilitating insights into public opinion and social media sentiments (Garcia & Lee 2019)

- d. **Language Generation:** Through NLP, AI generates human-like text, ranging from articles to conversational dialogue, harnessing machine learning algorithms to ensure coherence and contextual relevance (Brown 2021).

## 2. Data Analysis

- a. **Pattern Recognition:** AI discerns patterns, trends, and correlations within vast datasets, extracting actionable insights to inform decision-making processes (Johnson 2017).
- b. **Statistical Analysis:** AI conducts complex statistical analyses to unveil underlying patterns and probabilities, enabling data-driven decision-making and predictive modeling (Thompson, 2020)
- c. **Predictive Modeling:** By leveraging historical data, AI constructs predictive models to anticipate future trends and outcomes, facilitating proactive strategies and planning(Thompson, 2018.).
- d. **Anomaly Detection:** AI detects anomalies or irregularities within datasets, crucial for identifying potential fraud or unusual occurrences, thereby enhancing data integrity and security(Garcia & Lee 2019).

## 3. Machine Learning

- a. **Supervised Learning:** AI algorithms learn from labeled datasets, enabling accurate predictions or classifications based on input features(Garcia & Lee 2019).
- b. **Unsupervised Learning:** In unsupervised learning, AI explores unlabeled data to uncover hidden patterns or structures independently, facilitating data clustering and dimensionality reduction(Smith, 2018).
- c. **Reinforcement Learning:** AI agents learn through trial and error, refining decision-making processes based on feedback from the environment(Jones & Lee,2018.).

- d. **Transfer Learning:** AI utilizes knowledge acquired from one task to enhance performance in related domains, fostering adaptability and efficiency across diverse contexts (Huang 2010).

#### 4. Computer Vision

- a. **Image Recognition:** AI systems identify and classify objects, people, and scenes within images or video streams, underpinning applications like facial recognition and object detection(Garcia & Lee 2019).
- b. **Object Tracking:** AI algorithms monitor the movement and behavior of objects over time in video sequences, essential for surveillance and autonomous systems(Jones & Lee 2020).
- c. **Scene Understanding:** With computer vision capabilities, AI comprehends spatial relationships and contextual semantics within visual data, enhancing scene analysis and interpretation (Wilson 2019).
- d. **Image Generation:** AI can generate realistic images or videos based on input specifications or textual descriptions. This sub-ability is utilized in applications such as image synthesis, artistic style transfer, and virtual environment creation (Brown, 2021).

The final process of AI's ability "**Decision-Making**". By analyzing fast amounts of data, AI systems can identify patterns and trends that may not be immediately apparent to human analysts. This capability enables AI to provide insights and recommendations based on strategic decisions, whether in business, healthcare or education. The role of AI in decision-making is characterized by its ability to quickly and accurately process and synthesize large data sets, enabling more informed and effective decisions (Brynjolfsson 2017).

In summary, artificial intelligence (AI) represents the cutting edge of technological development and the pinnacle of computer performance (Garcia & Lee 2019). Its various components, including natural language processing, data analytics, machine learning and computer vision, elevate AI beyond mere automation and demonstrate its ability to understand and process complex data. Artificial intelligence facilitates decision-making processes in various fields by identifying patterns, making predictions and making insights from huge data sets. In addition, AI's inherent ability to learn and adapt on its own promotes its continuous development and performance improvement over time.

Artificial intelligence will therefore become an indispensable catalyst for innovation. All in all, artificial intelligence (AI) represents the highest of technological development and an era characterized by unparalleled computing.

## **B. AI in Language Learning**

The ability of AI to enhance language learning through tools such as natural language processing (NLP). These technologies can provide personalized interactive learning experiences and real-time feedback, improving learning outcomes and student motivation. For example, one study found that artificial intelligence-mediated instruction significantly improved students' English language learning, motivation, and self-regulated learning compared to traditional instruction (Wei, 2023). Another comprehensive review highlighted the transformative potential of AI in language learning and emphasized its role in facilitating second language learning through personalized learning experiences and improved engagement (Philpott, 2023). In addition, AI-based teaching technology in English Language Teaching (ELT) has been shown to offer both opportunities and challenges, such as ethical aspects related to data protection and the need for digital literacy of educators and learners (Hockly,

2023). Additionally, AI's inherent ability to learn and adapt on its own, increasing its effectiveness and usefulness (Huang, 2010).

### 1. Types of AI in Language

- a. Automated Writing Assessment (AWE): AI tools evaluate and provide feedback on students' writing, helping them improve their grammar, syntax, and overall writing skills (Wang, 2023)
- b. Chatbots and virtual assistants: AI-powered chatbots can simulate conversations with students, practice language skills and provide immediate answers to their questions (Frayer, 2006)
- c. Speech recognition and pronunciation tools: These tools help students practice and improve pronunciation by providing real-time feedback and corrections (Levis, 2018).

### 2. Advantages of AI in Language

- a. Classes Personalization: AI can tailor learning experiences to the unique needs of each student, providing tailored exercises and feedback that improve learning outcomes (Chen, 2020).
- b. Engagement: AI tools can make language learning more interactive and engaging, keeping students motivated and interested in their studies (Frayer, 2006).
- c. Accessibility: AI can make language learning resources more accessible to students who may not have access to traditional classrooms, allowing them to learn at their own pace and at their own pace (Wang, 2023).
- d. Efficiency: AI can automate repetitive tasks like grading and feedback, allowing teachers to focus on more meaningful interactions with students (Levis, 2018).

Artificial intelligence will therefore become an indispensable catalyst for innovations in language learning. In general, AI represents the pinnacle of technological development and an era characterized by unparalleled computational capabilities (Garcia & Lee 2019).

### **C. English Education in Department of Teaching English**

In context of university's Department of Teaching English (DTE), English Education focuses on training future teachers to use English language skills effectively. English Education as Brown (2007) revolves around comprehensive teaching of English language, literature and related subjects. It includes a wide range of teaching methods; curriculum framework and assessment techniques adapted to the different learning styles and needs of students. DTE programs emphasize pedagogical strategies, curriculum development, and specific assessment practices for teaching English. By integrating theoretical knowledge with practical teaching experiences, DTE students gain valuable insight into the complexities of English language education and develop the necessary skills to facilitate language learning in a variety of educational settings.

#### **1) Language Acquisition Theories**

DTE students are expected to have a deep understanding of theories of language acquisition and their implications for language teaching practice. Understanding English is not the only language in Philippines, they consider to be bilingual. Bilinguals may appear to be able to use two or more languages easily in everyday use, and at a high level (Aziez, 2020). They learn about different theoretical frameworks, such as behaviorism, cognitivism and constructivism, and explore how these theories influence language teaching methods.

#### **2) Mastery of English Teaching Techniques**

DTE programs provide students with a range of effective teaching techniques and strategies for teaching English as a second or foreign language. Students learn to design engaging lesson plans, integrate technology into language learning, and create inclusive learning environments that meet the diverse needs of learners (Harmer, 2007; Richards, 1987)

### 3) Cultural Competence

DTE students are encouraged to develop cultural competence and sensitivity to effectively navigate cross-cultural communication in English language teaching contexts. They explore the role of culture in language learning and teaching and learn how to integrate cultural content into language instruction to promote intercultural understanding (Byram, 1997; Kramsch, 1993).

### 4) Assessment and Evolutional skills

DTE programs emphasize the importance of assessment and evaluation in language teaching and learning. Students learn how to design valid and reliable assessments, interpret assessment data, and provide constructive feedback to students to support their language development (Brown, 2007; Huges, 2003). Although, in digital era, student of DTE need to integrate technologies and assessment within the teaching practice as their future profession (Marufah, 2023), so they will keep bounded to the integration on the future students they will teach.

### 5) Reflective Teaching Practice

DTE students engage in reflective teaching practices, critically examining their own teaching experiences and beliefs to enhance their professional growth as educators. They learn how to assess and adapt their teaching methods based on student feedback and self-reflection, continuously striving to improve their instructional practices (Farrel, 2008; Schon, 1987)

Overall, DTE programs aim to prepare future English language educators who are knowledgeable, skilled, and reflective practitioners capable of effectively facilitating language learning in diverse educational contexts. Through a combination of theoretical coursework, practical experiences, and reflective practice, DTE students emerge as competent and compassionate educators committed to fostering language proficiency, critical thinking skills, and cultural understanding among their students.



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

This research has employed a qualitative research approach, specifically focusing on case study as the methodology. Case study is a branch of qualitative research that seeks to understand the essence and meaning of human experiences within a particular phenomenon or context (Creswell 2017). In this study, case study was used to explore the integration of AI in English Language Learning at the University of Mindanao Digos College.

A case study approach is well suited for this study for several reasons. First, it enables an in-depth study of specific cases or cases related to the phenomenon of interest. In this case, the case study focuses on exploring the practical applications and results of integrating artificial intelligence to help students in their English education. The case study method provides detailed insights into the real-world implementation of AI and its impact on students. In addition, case studies allow researchers to examine phenomena in their natural environment and capture the complexity and nuances of real experiences.

Using a case study approach, this study aims to go beyond surface-level observations and reveal the deeper meanings and implications of AI integration in English language learning environments. The case study focused on understanding the experiences and perspectives of students, teachers and other stakeholders in relation to AI-enabled language learning. Through in-depth interviews, observations and document analysis, this study sought to explain how artificial intelligence is perceived, used and experienced in the context of university-level English language learning.

## **B. Research Site and Participants**

This research was arranged within 5 days from 21<sup>st</sup> until 27<sup>th</sup> February at University of Mindanao, Digos College. This setting is chosen with the reason the students and teacher are already familiar in integrating AI as their assistant in English Language Department.

## **C. Object and Subject of The Research**

Phenomenon of Integrating AI in University of Mindanao, Digos College was the object of the research, in order to find:

1. Type of AI students integrate and benefits students' experience at University of Mindanao, Digos College, Philippines.
2. The works of AI as an assistant in Student English Language Learning at the University of Mindanao, Digos College, Philippines.
3. The identified influences AI has on the English Language Learning Process at the University of Mindanao, Digos College Philippines.

The research focused on 10 students from 1<sup>st</sup> to 4<sup>th</sup> year at the University of Mindanao Digos College, specifically within the English Education department.

The subject of the research was 10 students from 1<sup>st</sup> year until 4<sup>th</sup> years student at University of Mindanao and focused to English Education department in the reason they are most related to the title of this research.

## **D. Data Collection Technique**

There are many different and extensive data collection techniques utilized in qualitative research, among frequently used techniques are interviews, focus groups, observations, and text analysis, which includes written texts, n texts, visual representations, and artefacts of a culture (Muthiah, 2020). This research was use observation, interview and documentation:

## 1. Observation

This research was using open observation in which the subjects know that they are being observed (Creswell 2017). Observation was held from 21<sup>st</sup> to 24<sup>th</sup> February, at University of Mindanao, Digos College. In order to find how popular AI among the students. Observations were held during the learning process. This research was using unstructured observation which means observes a situation or phenomenon without predefined categories or structured guidelines. The researcher observes and records whatever seems relevant or significant in the context being studied. It often involves detailed note-taking and qualitative analysis of the observed behaviors, interactions, and events.

## 2. Interview

The question directly was asked to the subject about the object (Creswell 2017). When researchers pose generic, open-ended questions to one or more participants and record their response, a qualitative interview was taken place. In addition to asking questions about the object, the interview was recorded for documentation. As the study was conducted, the interview was held on 27<sup>th</sup> February 2024. The amount of participants will be 10 students of Department English Teaching, each of them two students from 1<sup>st</sup> and 2<sup>nd</sup> year, and three students from 3<sup>rd</sup> and 4<sup>th</sup> years student. According to Creswell (2017). The interview was using a structured interview. It means the questions are designed to provide information about the research objectives. This approach ensures continuity of interviews, making it easier to compare responses and analyze data quantitatively or qualitatively. Structured interviews are often used when the researcher seeks standardized information from participants and tries to minimize interviewer bias. They are commonly used in survey research, quantitative research and large sample research. Designing list of questions related to research question. The interview was aimed to students of English Education Department at University of Mindanao.

### 3. Documentation

Documentation, as defined by Creswell (2017) research methodology, refers to the process of systematically recording and organizing relevant information from various sources, such as institutions, organizations, or individuals, for research purposes. In qualitative research, documentation involves recording interviews, recording observations, and collecting relevant materials that provide insight into the phenomenon being studied. Documentation serves several purposes in the research process:

- 1) Interview transcription: In qualitative research, interviews are often conducted to collect rich and detailed information from participants. Documentation involves noting or accurately summarizing those interviews verbatim to capture participants' perspectives and experiences.
- 2) Recording observations: Observations made as part of qualitative research are documented to capture real-time behaviors, interactions, and contextual details related to the study. These records may include field notes, audio or video recordings, photographs, or other documents.
- 3) Collection of Related Materials: Researchers may collect documents, artifacts, or other materials that provide additional context or confirm findings related to a research topic. These materials may include official documents, archival files, multimedia resources, or visual presentations.
- 4) Data Documentation and Analysis: Documentation facilitates the organization and management of research data, which facilitates analysis and interpretation by researchers. This ensures that data is accurately recorded, stored securely and available for analysis and future use.

Overall, documentation plays a key role in qualitative research by providing in-depth information about data sources, enabling transparency and supporting trustworthiness and reliability of research results.

## E. Data Analysis

Technique of data analysis involve methodically looking for and gathering data collected from in depth interviews, field notes, and other materials in the field so that they can be easily understood and the findings can be shared with others. According to Huberman (2014) activities in qualitative data analysis are carried out continually and interactively until they are finished, leaving the data saturated. In phenomenological study, data analysis generally similar for all psychological phenomenologists discussing the method (Moustakas 1994; Polkinghorne 1989). Based on the data from the first and second research questions, data analysts review the data such as interview transcripts and highlight "significant statements", sentences or quotes. That provide insight into how the participants experienced the phenomenon. Moustakas (1994) calls this step horizontal. Later, the researcher develops clusters of meaning from these important statements into topics.

Based on the descriptions of structure and texture, the research should write a composite description that represents the "essence" of the phenomenon, called the internal invariant structure or essence. This section focuses mainly on the experiences shared by the participants. This means, for example, that all experiences have an underlying structure (grief is the same whether the loved one is a puppy, parrot or child). It's a descriptive paragraph, a long paragraph or two, and the reader should leave with a sense of phenomenology: "*Ai Assisted me for correcting grammar, punctuation and correcting the right sentence.*" (Polkinghorne, 1989).

Data reduction, data display, and verification are all activities involved in the analysis.

### 1. Data Condensation

In data analysis during qualitative research, the first step is data condensation. Huberman & Saldana (2014) to create and validate "final" findings, data condensation could be a sort of investigation that clarifies, groups, concentrates, tosses out, and arranges data. Information is

condensed after all questions about it have been collected so as to further examine and at least eliminate the possibility of missing information. In arrange to assemble the chosen information in this respect, the analyst recorded and interviewed members within the instructing and learning handle. It required the germane information that may be connected to the consider. Field note consist with time, date, location, and explanation of the activities.

## 2. Data Display

According to Huberman & Saldana (2014), data display in general is organized neatly. Describe a display as an organized set of data that enables action and inference. Thus, an information display uses images or functions to clarify and support previously gathered information. Diagrams, matrices, or graphs can be used to organize and think about the data within the text, extending it beyond the text. Structured data that allows for inference is presented as a story during this step.

### a. Observation

Observation is held of the learning activities in the classroom. By mentioning integration of AI in the classroom it aims to find the general picture of AI integration in English Education by taking field note and gathering data for the next step.

### b. Interview the participant

These important statements and themes are then used to write a description of what the participants experienced (a textural description). They are also used in writing a description of the context or environment that influenced how the participants experienced the phenomenon, called imaginative variation or structural description. (Moustakas, 1994) adds another step: Researchers also write about their experiences and the contexts and situations that influenced their experiences integrating AI in English Education.

c. Documentation

To validate the data within this research, documentation was made from the result of observation, interview, and material from classroom that related strongly to the AI are strengthen in documentation, which act also as supporting data. Documentation of this research take form of interview transcript, observation note, and classroom material delivered by Dr. Ana Mae Monteza in her classroom mentioning about integrating AI in English education.

3. Verification

Concluding and validating the data is the last step of data analysis. The data presented in the initial conclusions are still not valid and may change if no strong evidence is found. However, initial conclusions can be valid conclusions as long as they are supported by reliable. The data was validated using triangulation, the triangulation in this research was using data triangulation, combining data from preliminary observation, classroom material that related to the research and interview finding.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### **A. AI tools and benefits in English Learning**

This section explores the various English learning strategies employed by students who integrate artificial intelligence (AI) into their learning experiences at the University of Mindanao Digos College. By understanding the diverse approaches utilized by students, insights into the effectiveness and versatility of AI in supporting English language acquisition are gained. In acquiring Language in need learning strategies which has to be on point.

Based on the preliminary observation on 21<sup>st</sup> until 24<sup>th</sup> February 2024, shows several students were using AI tools to complete their texts and assignments. Specifically, some students employed Quillbot and Chat-GPT to aid in creating their text-based assignments. These tools appeared to assist them in generating ideas and refining their writing

Through interviews conducted on 27<sup>th</sup> February 2024, common AI used by students are Chat-GPT and Quillbot. Behind incorporating AI into their learning routines such as Language Acquisition which encourage students to have deep understanding of Language especially English consist with behavior, cognitive and constructive, and exploration (Brown, 2021). The interview conducted with three points. The first point is asked students what type of AI and learning strategy in integrating AI in English Education. On the data that has been transcript in table show the result and convert to the table and remake in certain illustration.



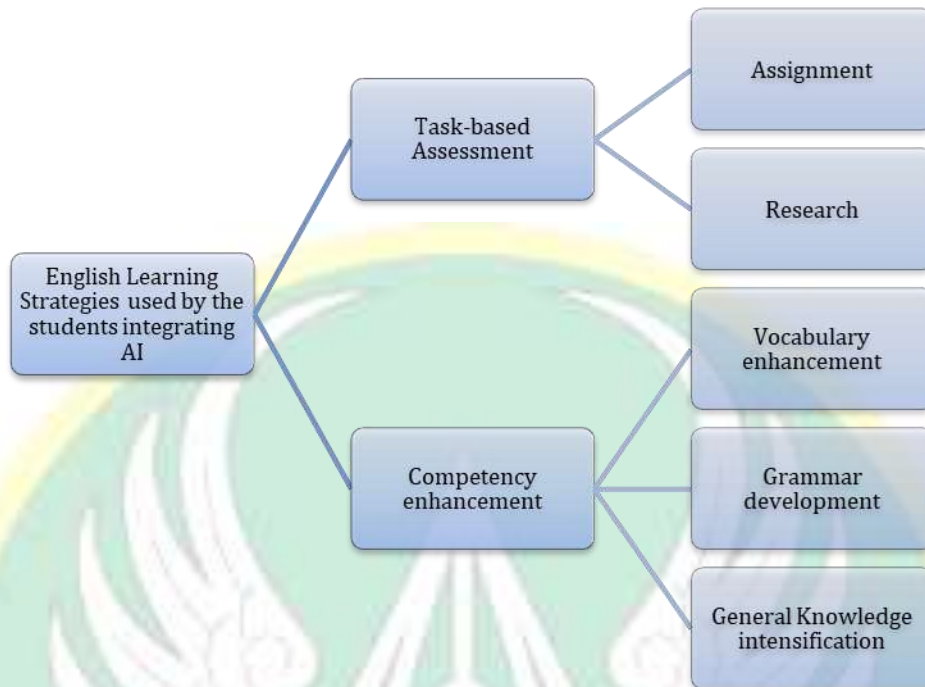


Figure 4. 1 Different English Learning Strategies used by the students integrating AI

The illustration describes the first research question “***What type of AI and what are the different English Learning Strategies used by the students integrating AI at the University of Mindanao, Digos College?***” The Strategy in Learning English integrating AI described after the interview, the result is divided in two branches:

1. Task based assessment

In English learning, based on the answers of students from 1<sup>st</sup> year to 4<sup>th</sup> year after the questions that guide to answer the first research question, they used AI in Text-Based Assessment. As it already mentions by one of the participants:

*“I usually use AI when doing Assignment, my research, or my paper.”*

- 1<sup>st</sup> year students

*“I would say it will enhance my vocabulary, because somehow it would enlighten different technique in grammar like discover new words. So, I use it as my guides.”*

- 4th years students

This statement also mentioned by each participant during that interview. They often use AI in doing their daily assignment, to make them work efficiently and precisely since they had text understanding program (Huang, 2010).

Other than doing their assignment integrating AI are they use AI to do research of the assignment. During the interview, the participant mentions similar response as 4<sup>th</sup> years student who have been working on the essay and research that says:

*“I would say app like Quillbot, I have been using for a while specially in essay, like descriptive essay.”*

- 4th years students

In contrast, all participant asked AI of what reference to the current assignment and they will find the simple way to understand the concept or instruction of the assignment, in this phase the part of the participant also mention the type of AI they often used such as Chat-GPT and Google assistant.

## 2. Competency Enhancement.

The next strategy the participant used are in form of Competency Enhancement. The participant often feels enhanced in competency while doing their assignment. First, Since AI have Natural Language processing to understand spoken and written command (Huang, 2010). AI also have ability to respond the command with correct language structure, such as vocabulary variation. As its common mention by the participant, one of them deliver exact respond such as:

*“For me, Grammarly has paraphraser or either grammar checker. for me I used Grammarly to correct my grammar and also sometimes to be familiar with those deep words.”*

- 3rd years students.

*“When we were 1st year. and we similar to research, and you're gathering to research and we ask Chat GPT, to search about certain topic in research.”*

- 3rd years students.

By that response, it proves that AI often give more variant of vocabulary in their command, its why give encourage to the user who give command awareness of the variation of vocabulary in their assignment, they feel enlighten with new vocabulary.

Second, AI have pattern recognition (Thompson, 2020), AI could understand the pattern of language such as grammar. AI will respond with correct grammar based on the user language.

*“For me, Grammarly has paraphraser or either grammar checker. for me I used Grammarly to correct my grammar and also sometimes to be familiar with those deep word”*

- 3rd years students

Hence, the respondent feels working on assignment with AI give them encourage on how to use Grammar in proper way, they enlighten by the variation and accuracy of AI's respond and feels they enhance their Grammar competency.

Third, some of the 4<sup>th</sup> years students use AI in looking for general information. As the statement of the 4<sup>th</sup> year students, they used AI for find something they questioning in their own mind.

*“It's when I don't have any ideas anymore to incorporate into my notes, and whenever I'm bored to search for opinions to satisfy my curiosity.”*

- 3rd years students

It gives the reason AI could answer their question since they have Machine Learning such as Reinforcement Learning Jones & Lee (2018) AI will reinforce millions of data and fill the answer suit to the content user's command on the platform. In conclusion, AI brings enhancement to the students English Competency since they build with complex program in order to imitate humans. This phase strengthens competency enhancement

that also strengthen journal by Zang (2022) that AI increase student interest to students in their practical skills.

On those two branches, can be conclude that Strategy of Learning English integrating with AI could show positive feedback to the students in University of Mindanao Digos College, Philippines. This finding also strengthens with the material from the preliminary observation on 24<sup>th</sup> February in Mrs, Ana Mae Monteza's classroom

*“Creating personalized, interactive, and dynamic learning opportunities is becoming easier and more accessible for a broader range of educators to meet our students where they are and help keep them engaged in the learning process.”*

- Appendix from Dr. Ana Mae Monteza's Class Material

It shows that artificial intelligence can provide personalized, individualized, technology-based solutions to students' problems. The integration of AI addresses specific learning needs and increases engagement, proving to be a valuable asset in modern education strategies, paving the way for more effective and personalized learning experiences.

## **B. AI As Assistant in Language Learning**

This section delves into the role of artificial intelligence (AI) as an assistant in language learning at the University of Mindanao Digos College. Building upon the findings from the research question, the examination focuses on how students perceive and utilize AI technologies to enhance their language learning endeavors.

Through preliminary observation held in 24<sup>th</sup> February found that all of students already assisting AI in their daily life and learning habits. In other data through qualitative analysis based on the research question **“How could AI work as an assistant in Student English Language Learning at the University of Mindanao, Digos College?”** found out students in University of Mindanao, Digos College, Philippines use AI as their assistant, they state that AI could

assist them in English Learning Process. Several questions are delivered during the interview to guide answering research question. The subject from 1<sup>st</sup> to 4<sup>th</sup> year student had numerous version and perspective in their way using AI as their assistant in learning English in university level.

Through the interview the participants had multiple answers. The answers are collected in form of audio and transcript in written in form of table. To simplify the result of the answers, illustration in form of charts is chosen in this phase. The illustration based on the interview shows:

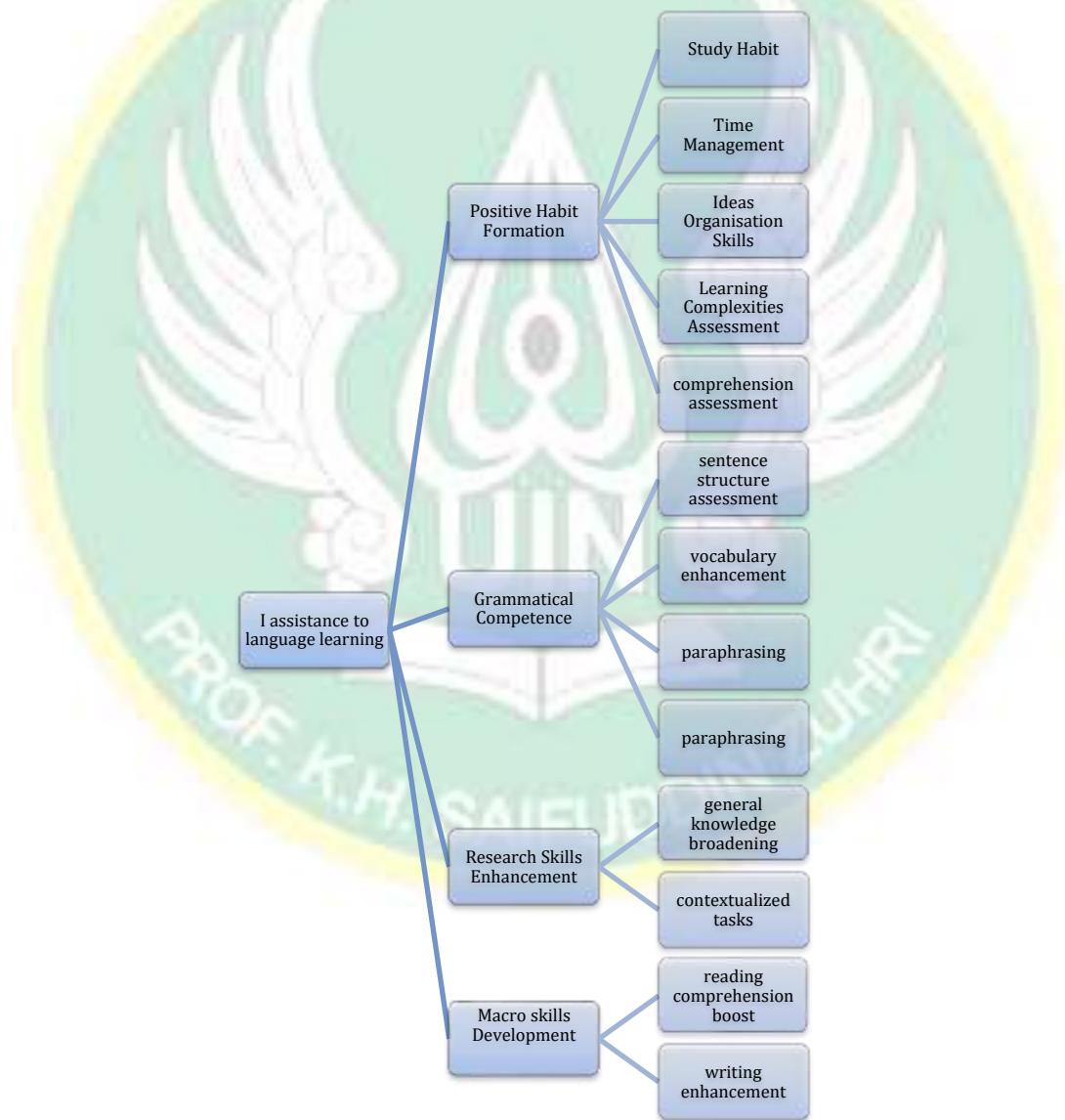


Figure 4. 2 AI work as an assistant in Student English Language Learning

The result of the interviewed after transcript shows four ways of Assisting AI in English Learning Process by the students of University of Mindanao, Digos College, Philippines.

#### 1. Positive Habits Formation

During the interview in 27<sup>th</sup> February 2024 in University of Mindanao, Digos College, Philippines, each participant of the research have several points of view in using AI as their assistant in English Learning. First finding is the responses were diverse, but they all agreed on a common theme. They all expressed a preference for using AI and often felt assisted by it. This shared experience broadened their understanding of learning English. Many participants emphasized that AI tools helped them organize their study habits as it mentions by 1<sup>st</sup> and 2<sup>nd</sup> years students:

*“It helps me improve when I do the reading, and I can use AI platform to understand about the Idea about the specific topics”*

- 2<sup>nd</sup> years students

*” Personally, it helps to students since it makes things very easy to us manage our time, it’s very help us to full fill duty as a student. However, I actually would disagree about losing it, I didn’t not really see for me grow as a person using AI”*

- 1<sup>st</sup> year students

In addition, they found that the AI provided valuable feedback on their comprehension and sentence structure, which improved their grammar. Overall, integrating AI into their learning routine not only supported their academic success, but also enriched their overall educational experience by fostering deeper engagement with the material.

Second finding is Time Management. Managing time in participant perspective still became struggle when it comes to university life, they often feel need more assistant to help them manage time. On interviewing the 3<sup>rd</sup> year student of the participant mention that:

*“Instead go to library, I used AI instead so I won't spending a lot of time reading a book and become convenience and mor easier.”*

*-3rd year students*

The similar statement also finds from 1<sup>st</sup> year, 2<sup>nd</sup> year, and 4<sup>th</sup> year students on how AI could help them manage time. This suitable with the statement of Smith (2018) that AI had Machine Learning called “*Unsupervised Learning*”, means they could facilitate data clustering and dimensionality reduction. The ability of AI provide participant to explore more data to uncover hidden pattern such as textbook. Thus, they could also modify the command to make them easily understand the meaning. In addition, AI as assistant in English Learning are giving positive enhancement in student’s time management.

Third finding is Idea Organization Skills. The participants offered diverse opinions on the use of artificial intelligence as an assistant for English language acquisition. A common theme emerged from the role of artificial intelligence in improving skills for organizing ideas. Several students emphasized that AI tools helped them structure and organize their thoughts effectively. They mentioned that AI applications have provided models and frameworks that make it easier to connect ideas, especially in writing tasks. Participants mention that:

*“Since I already have an idea about some topics, so with AI make your works organize and structured”*

*- 2nd years students*

This assistance resulted in more logical and well-structured essays and assignments, which helped improve academic performance and understanding of more complex topics. This finding prove the statement by Thompson (2018) at AI had ***Predictive Modeling***, means AI facilitate historical data and construct predictive models and outcomes. This also bring accurate prove that in Language Acquisition Theories by Brown

(2021) that require expert understanding of theories of language acquisition. In contrast, having good organization skills in English which are part of acquiring language and deciding AI as assistant are developing one of process acquiring language understanding.

Fourth finding is Learning Complexities Assessment. Another significant finding from the interviews that AI could assist them to learn the advance of English. Throughout the year, students reported that AI helped them identify the quality of their Assessment, through AI they find they could develop their potential through complexity AI offered them.

*“By guarding us in answering something about our ideas. and gain more and I hope in future of AI it will be more complex and helps more about educational things”*

- 2nd years students.

By that statement, it prove Brown (2021) theories that already mentioned AI with the ability called *Language Generation*, which could generate human-like text with suit coherence. This feature was particularly valued because it allowed them to break down complex concepts into manageable English Learning pieces and more effective. Additionally, AI assist students of University of Mindanao Digos College, Philippines, through awareness in developing Complexities Assessment.

The fifth finding during the interview that AI could assist them in Comprehension Assessment. During the interview, the 1<sup>st</sup> year to 4<sup>th</sup> year students saw with the same perspective. In this case, the participant uses AI to give instruction about the assessment they have such as difficult instruction. Due to that, AI who inherit *Scene Understanding* Wilson (2019) they could analyze the main point of the assessment students' have supported by *Text Understanding* (Huang 2010) AI could conclude the instruction pretty well. As it mentioned by two of the participants:

*“Some teacher will have really different perspective, there are many teachers I had encounter. and they are stand regarding to this topic, it's good for you to ask, to help, through AI, but some teacher will not really support this*



*thing. But Maybe I'm in the middle, like you can grasp little information but not be dependent on it”*

- 2nd years student.

*“I didn’t use really much about AI, but in quillbot I can make my sentence more simplify especially in academic. such as short time ahead for help me simplify information to help me learn”*

- 1st year student

In conclusion, the interview revealed that artificial intelligence can significantly help students assess their understanding. This point of view is equally shared by students from the first to the fourth year. By using AI capabilities to understand scenes and text, students can receive clearer instructions for more complex tasks as in “*Statistical Analysis*” Thompson (2020.) in data analysis program. This related to the data from Observation Class material by Dr. Ana Mae Monteza that state:

*“The development of generative AI technology thus offers a path to offloading much of the workload that happens behind the scenes of instructional time”*

- Appendix from Dr. Ana Mae Monteza’s Class Material

Overall, while AI offers valuable opportunities to improve understanding. This is important since DTE students need to acquire such as understanding English in essence as one of Language Acquisition theories Brown (2007) already state.

The sixth finding in this part are Sentence Structure Assessment Interviews revealed that AI played a key role in improving students' sentence structure. Participants mentioned that AI applications provided real-time grammar and syntax corrections that were invaluable in improving their writing.

*“Convenience for us, specially us in English Learner, to comprehended in English learning, such as Grammar in Grammarly for checker, paraphraser from Chat GPT to make it easier”*

- 3<sup>rd</sup> year students

These tools highlighted mistakes and suggested improvements, helping students learn correct sentence structures and avoid common mistakes. Over time, this practice greatly improved their writing quality and grammatical accuracy.

## 2. Grammatical Competences

Vocabulary Enhancement Participants of all year levels emphasized the importance of artificial intelligence to improve their vocabulary.

*“Personalize, in my daily life, I can say not entirely, like short of, like it helps me to enhance vocabulary, that is helps me that make me learn some different strategy, new words, in my daily life”*

- 4th years students

AI provided individualized vocabulary tailored to each student's skill level since AI have “Text Understanding” in the program of Natural Language Processing (Huang, 2010). These exercises put new words into context, helping students understand and remember them better. Regular practice with these tools expanded their vocabulary, which in turn improved their reading and writing skills. This statement related with Brown (2007) statement that Students need to acquire pedagogical aspect.

On the other focus, AI also helped students develop paraphrasing skills. Interviewees reported that AI tools provided paraphrasing examples and exercises that helped them understand how to express the same ideas in different words. As it mentions:

*“Because its common today like when they are writing something to prepare their speech, they we were thought to not copy what we see on the internet, like to rephrase it, make it our own. I don't really do that one, because I use my own words. But it's helpful, because they said its easier for them to have AI like especially in term of researches, or speech. I was really amazed with chat GPT. Because they said its very helpful that they give them an easy sentences and paragraph.*

*because before when I was in high school, I specialize writing. It's really helpful if there is AI back then"*

- 4<sup>th</sup> years students

This skill is crucial in academic writing, and AI guidance has made it easier for students to revise since AI have *"Anomaly Detection"* (Thompson, 2018.). They were confident that they could avoid plagiarism and communicate their ideas more effectively. This requirement skills are related to the statement by Brown (2007) that students need English Language skills. In contrast, AI help student require Academic writing comprehension to their English Language skills enhancement.

### 3. Research Skills Enhancement

In an interview held at Digos College, University of Mindanao, Philippines on February 27, 2024, participants discussed how artificial intelligence can help expand their general knowledge. Many students have realized that AI tools provide access to a wealth of information and resources, helping them expand their understanding of various topics beyond textbooks. As it mentions by two of the participants from 4<sup>th</sup> years students

*"I used Ai as the assistance in my writing and gaining more my vocabulary and more words"*

- 4<sup>th</sup> years students

*"I would mention about paper, on our research paper, now with big up constricting the words, like you have the reference and try to paraphrase it, not entirely but like to make it clear"*

- 4<sup>th</sup> years students

With AI-based research tools, students can efficiently find and explore new areas of knowledge. AI's ability to recommend relevant articles, documents and other academic resources has proven invaluable in improving their research skills. Such exposure to a broader knowledge base not only enriches their academic experience, but also fosters a more rounded education.

Students emphasized the importance of artificial intelligence in performing contextual tasks. AI applications provide personalized research assistance by providing contextual information and resources tailored to their specific needs and tasks and related to the theories of “*Sentiment Analysis*” and “*Language Generation*” by Brown (2007); Garcia & Lee (2019). This adjustment allows students to participate in activities related to their current studies and interests. By facilitating access to targeted information and relevant research materials, AI can help students produce more accurate and contextual work. This focused approach to research improves their ability to connect theoretical concepts with practical applications and improves the overall quality of their academic output.

#### 4. Macro Developments

The interviews revealed that artificial intelligence significantly improves students' reading skills. Participants mentioned that AI tools provide interactive reading exercises and comprehension quizzes that adapt to their individual skill levels. These exercises help students practice and improve their reading skills with immediate feedback and explanations.

*“There are some instances I can see AI to really help me or not, in this field which is English Course. I still learning, grasping Information in English studying, in using this AI tools. some people recognize were very lucky in this kind of era, unlike then traditionally reading books, traditional way of digging information through. “So, for us, I can really say I'm really lucky that I'm close to the technologies”*

- 2nd years students

*“It helps me improve when I do read, and I can use AI platform to understand about the Idea about the specific topics.”*

- 3rd years students

*“Instead go to library, I used AI instead so I won't spending a lot of time reading a book and become convenience and mor easier”*

- 4th years students

The adaptability of the AI ensures that the difficulty level of the tasks matches the students' abilities, which promotes gradual development. By consistently practicing these exercises, students reported significant improvement in their ability to understand and analyze complex texts. Artificial intelligence also plays a vital role in improving students' writing skills. Interviewees said AI-powered writing tools provide real-time feedback on grammar, syntax and style as it mention by Huang (2010) on the point that AI inherit “*Text Understanding*” in part of Natural Language Processing as one of their programs and strengthen by material from by Dr. Ana Mae Monteza classroom:

*“AI is a machine-based system that can, fo a given set of human-defined objectives, make prediction, recommendation or decision influencing real or virtual envirointments”*  
- Appendix from Dr. Ana Mae Monteza’s Class Material

These tools not only correct errors but also provide corrections to help students improve their writing. In addition, AI applications provide writing prompts and exercises that encourage creative and critical thinking. By using these tools, students develop stronger writing skills that are essential for academic success. The constant practice and feedback enabled by AI creates a more refined and cohesive writing style that significantly benefits their overall academic performance.

### **C. The Role of AI in Fostering English Language Learning**

Artificial intelligence (AI) on the English language learning process is the focus of this section. By addressing the third research question, the exploration delves into the effects of AI integration on students' language learning experiences at the University of Mindanao Digos College.

Through data gathered from interviews conducted on 27<sup>th</sup> February 2024, the perceived influences of AI on various aspects of the learning process are examined, shedding light on the opportunities and challenges presented by

AI adoption in language education. Artificial Intelligence fostering students' English learning process related to the third research question bring illustration in several aspect:

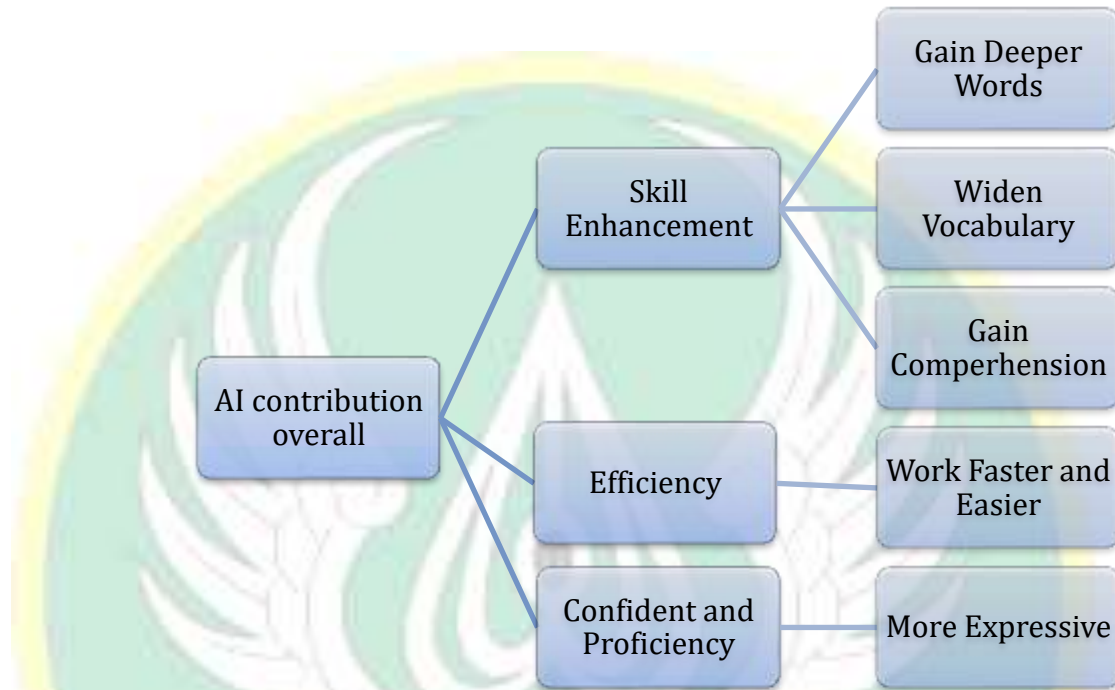


Figure 4. 3 Fostering AI on the English Language Learning Process

As the AI already spread among students. AI would foster students according to the 3<sup>rd</sup> research question of this research “***What are the identified influences AI has on the English Language Learning Process at the University of Mindanao, Digos College?***” the students find out the enhancement of AI within three aspects:

1. Skill Enhancement.

During the interview on 27th February 2024 at the University of Mindanao, Digos College, students discussed how AI aids in enhancing their language skills, particularly in gaining deeper understanding of words. Participants highlighted that AI tools provide extensive definitions, usage examples, and contextual information that help them

comprehend words more profoundly. As one of the participants mentions about:

*“The overall Idea, I can gain more deeper words while constructing writing and Essay or paper-based assignment.”*  
- 1<sup>st</sup> years students

This deeper understanding not only enriches their vocabulary but also enrich their ability to use words accurately in different contexts. This situation could happen with the reason that AI inherit the ability of “Text Understanding” Huang (2010) and “Language Generation” that could recreate written text and generate coherence and contextual relevance, in which they provide more comprehend written text structure and vocabulary. This could support students which DTE students’ requires Language Acquisition theories Brown (2021), so they could more understand the essence of English they will teach and acquire in the future.

Students also mentioned that AI tools significantly widen their vocabulary. The integration of AI in their learning routines exposes them to a broader range of words and phrases. This continuous exposure to new vocabulary items helps students expand their lexical repertoire, which is crucial for effective communication and academic success.

*“I can help me to expand my knowledge and vocabulary, and simplify and able to make develops and expand my words to expand my vocabulary.”*  
- Lester, 1st year students

*“Yea it helps me engage my vocabulary in the journey of my studies, so yeah, I expand my vocabulary”*  
- 2nd years students

AI assists students in improving their comprehension skills. Interviewees noted that AI-powered reading tools and comprehension exercises adapt to their individual proficiency levels, providing tailored practice that enhances their understanding of texts.

These tools offer instant feedback and explanations, which help students identify and correct their mistakes since AI have “*Text Understanding*” as the process of Natural Language Processing (Huang 2010). By engaging with these AI-driven exercises regularly, students develop stronger reading comprehension skills, enabling them to grasp complex texts more effectively. This related to the theories by Brown (2021) that DTE students require to comprehend in English Language.

## 2. Efficiency.

The use of AI has made academic tasks faster and easier for students. Participants expressed that AI tools streamline various aspects of their studies, such as researching, writing, and organizing information. As it mentions by the 3<sup>rd</sup> years student’s participant:

*“I feel It make me lazier and procrastinate in doing the homework, because I feel AI could do it for me. but the advantage makes works faster and easier”*

- 3<sup>rd</sup> years students

Based on that information from the interview, AI prove makes work faster and easier. This finding could happen because AI have data analysis technologies called “*Pattern Recognition*” Johnson (2017) that could understand context that given from the user in short of time. In this case, all participant mention about their assessment and writing. This related theories by Brown (2007) that teacher should work efficiently. The AI itself did make the students work precisely, increased efficiency allows students to manage their academic workload better and focus on more critical thinking tasks. This could foster their future work when they meet to the assessment in real teaching field.

## 3. Confident and Proficiency.

AI also contributes to students becoming more expressive in their language use. Participants mentioned by the 4<sup>th</sup> years student:

*“I became more expressive and I learn more words that I never used. Because its 50:50, because I learn more words like difficult words, such as I teach young kids, such as Japan kid,*



*etc. It's way better to simplify my speaking, with AI assistance the way I talk to the students. And the Impact basically overall is my writing."*

- 4<sup>th</sup> years students

This finding prove AI applications encourage them to experiment with new vocabulary and sentence structures, this finding related to the theories by Huang (2010) about *transfer learning* AI are able to enhance performance in related domains. This ability help students of DTE to master more about Teaching Techniques as Harmer (2007) and Richards (1987) that teaching need to design engaging lesson plan, integrating technology to learning process. Other data to strengthen the findings through observation class with Dr. Ana Mae Monteza classroom that AI:

*"AI can also solve many of our pedagogical problems by providing us with custom, individualized, technology-based solutions to the issues we are facing"*

- Appendix from Dr. Ana Mae Monteza's Class Material

AI can also solve many of our pedagogical problems by providing us with custom, individualized, technology-based solutions to the issues we are facing. It proves AI will engage students of DTE to inspire them in preparing English Language Teaching.

Overall, the integration of AI into the learning processes at the University of Mindanao, Digos College, has a substantial contribution on students' language skills, efficiency, and confidence. By gaining deeper word understanding, widening their vocabulary, improving comprehension, working more efficiently, and becoming more expressive, students benefit significantly from AI's assistance in their English language learning journey

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on data collection and data analysis in this research, it was found that DTE Students in University of Mindanao, Digos College, Philippines has integrated Artificial Intelligence in their English Learning Process and Teaching English Learning process. This phenomenological study investigated the contributions of Artificial Intelligence (AI) on English education at the University of Mindanao Digos College.

Observations and interviews show that students improve their writing and language skills. The course materials further emphasize the integration of artificial intelligence into the coursework and respond to student practices. Students claim that using AI tools has several advantages, such as better writing quality, increased confidence in language use and learning efficiency. They appreciate the convenience of AI as an on-demand tutor that provides personalized suggestions and helps with brainstorming.

The overall sentiment is positive, with students expressing a desire for more AI-integrated learning opportunities. The use of artificial intelligence tools has a fostering student performance in English language courses. Observations and interviews show that students who regularly use AI tools produce higher quality written work and participate better in time management. Research results show that these students often get better grades on assignments and tests due to their success due to continuous practice and feedback provided by AI applications.

## **B. Limitation**

This research has limitations even though it has been done as best as possible. Every research has limitations in terms of preparation, observation, data collection, and data analysis. In this case, the data only collected within a week, so the data taken was utilized as best as possible. Due to limited time, interviews were conducted offline. This is because the interview needs to maximize so the outcome could more effective and precise. Ultimately, this research has limitations in observation and data collection.

## **C. Suggestion**

The integration of Artificial Intelligence (AI) in educational settings, particularly in language learning, has garnered significant attention due to its potential to transform traditional teaching and learning methodologies. By examining students' experiences and perceptions, this research aimed to uncover the benefits, challenges, and overall contribution of AI in the educational process. The findings from this study provide valuable insights into the practical applications of AI tools in language learning and offer recommendations for educators, students, and future researchers.

### **1. For Educator and Administrations**

To effectively integrate AI tools into teaching methodologies, educators must receive extensive training that will enable them to fully utilize AI and improve student learning. Institutions must invest in AI technologies and ensure that these resources are available to teachers and students, providing the necessary infrastructure and support for successful integration. Additionally, administrators must incorporate AI-related topics into the curriculum and prepare students for the future by teaching them how to use AI tools and understand the ethical implications of AI for education.

## 2. For University Students

For university students, active integration with AI tools is essential for enhancing their learning. DTE Students should explore various AI to find those that best suit their needs. Continuous learning is also crucial; students should stay updated on the latest AI developments and seek opportunities to adapt to new technologies, ensuring they remain competitive in the job market. Additionally, while AI tools offer significant benefits, students must maintain a balance between using technology and traditional learning methods to develop a well-rounded skill set.

## 3. For The Next Researcher

For future researchers, extended studies with larger samples and more diverse educational settings are needed to confirm the findings of this study. Conducting longitudinal studies will provide a deeper understanding of the long-term effects of integrating artificial intelligence into education especially in university levels. In addition, comparative studies should be conducted to evaluate the effectiveness of different AI tools and methods and identify best practices for integrating AI into language learning.

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## **APPENDICIES**

*Appendix I Research Permission Letter from the Research Object*



**THE MINISTRY OF RELIGIOUS AFFAIRS  
STATE ISLAMIC UNIVERSITY PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**

Address : Jl. Jend. A. Yani No. 40A Purwokerto 53126  
Telp.0281-635624 Fax.636553, www.uinsaizu.ac.id

April 18, 2024

**ANA MAE M. MONTEZA, PHD**  
Dept. Chair-Education Department  
UM Digos College, Digos City Davao del Sur, Phil.

Dear Ma'am:

The undersigned are currently working for a research project entitled "**ARTIFICIAL INTELLIGENCE IN ENGLISH EDUCATION AT UNIVERSITY OF MINDANAO DIGOS COLLEGE: PHENOMENOLOGY STUDY**" in partial fulfillment of the requirements for the degree in THESIS.

In line with this, we would like to ask permission from your good office to allow us to gather relevant data on **DEPARTMENT TEACHING ENGLISH FROM 1<sup>ST</sup> TO 4<sup>TH</sup> YEARS STUDENTS**. Rest assured that all of the information gathered by this study is subjected only for academic use. Attached is the approved research proposal which includes the copies of the measurement, consent, and assent forms appropriate to be used in the research process.

After the data have been analyzed, you will receive a copy of the results intended for your company. If you would be interested in greater detail, an electronic copy (e.g. PDF) of the entire thesis can be made available to you.

Your sincere understanding and consideration to this academic undertaking is highly appreciated. Thank you and God bless.

Very truly yours,

**AZKA FARZANGGI FIDINANSYAH**  
Student

Noted by:

**Desi Wijayanti Ma'rufah**  
Study Program Coordinator of English Department;



Approved by:  
  
**ANA MAE M. MONTEZA, PhD**

Signature Over Printed Name of the Gatekeeper

Received by: \_\_\_\_\_  
Date Received: \_\_\_\_\_

*Appendix II Research Completion*



**THE MINISTRY OF RELIGIOUS AFFAIRS  
STATE ISLAMIC UNIVERSITY PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**

Address : Jl. Jend. A. Yani No. 40A Purwokerto 53126  
Telp.0281-635624 Fax.636553, www.uinsaizu.ac.id

February 27, 2024

**ANA MAE M. MONTEZA, PHD**  
Dept. Chair-Education Department  
UM Digos College, Digos City Davao del Sur, Phil.

Dear Ma'am:

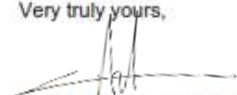
The undersigned are currently working for a research project entitled "**ARTIFICIAL INTELLIGENCE IN ENGLISH EDUCATION AT UNIVERSITY OF MINDANAO DIGOS COLLEGE: PHENOMENOLOGY STUDY**" in partial fulfillment of the requirements for the degree in THESIS.

In We are pleased to inform you that we have completed the data gathering phase, collecting relevant information from the **DEPARTMENT TEACHING ENGLISH FROM 1<sup>ST</sup> TO 4<sup>TH</sup> YEARS STUDENTS**. Rest assured that all of the information gathered by this study is subjected only for academic use. Attached is the approved research proposal which includes the copies of the measurement, consent, and assent forms appropriate to be used in the research process.

After the data have been analyzed, you will receive a copy of the results intended for your company. If you would be interested in greater detail, an electronic copy (e.g. PDF) of the entire thesis can be made available to you.

Your sincere understanding and consideration to this academic undertaking is highly appreciated. Thank you and God bless.

Very truly yours,

  
**AZKA FARZANGGI FIDINANSYAH**  
Student

Noted by:

  
**Desi Wijayanti Ma'rufah**  
Study Program Coordinator of English Department;



Approved by  
  
**ANA MAE M. MONTEZA, PhD**

Signature Over Printed Name of the Gatekeeper

Received by: \_\_\_\_\_  
Date Received: \_\_\_\_\_

### *Appendix III Interview Guide Questions*

#### **Research Question 1:**

What are different benefits in English Learning Process through integrating AI?

#### **Guiding Interview Questions:**

1. Can you describe specific AI or Platform you use for English Language Learning?
2. How do you incorporate AI into English Learning Process, and what strategies do you find most effective?
3. In what situation or Language skills do you primarily utilize AI assistance for Learning English?

#### **Research Question 2:**

How could AI work as an assistant in Student English Language Learning at the University of Mindanao Digos College?

#### **Guiding Interview Questions:**

1. Can you share examples of how AI has assisted you in your English Language Learning journey?
2. In what ways do you perceive AI contributing to a more personalized and effective learning experience?
3. How do you envision the role of AI evolving as an assistant in English Language Learning in the university context?

#### **Research Question 3**

What are the identified enhancement AI has on the English Language Learning Process at the University of Mindanao, Digos College?

#### **Guiding Interview Questions:**

1. Can you discuss any changes or enhancements you've noticed in your English learning approach due to the incorporation of AI?
2. How do you feel AI enhance your overall language proficiency and confidence in using English?
3. Are there specific challenges or benefits you associate with the influence of AI on your English Language Learning experience?

*Appendix IV Interview Transcript*

**No 1**

(What are the different English Learning Strategies used by the students integrating AI?)	1 <sup>st</sup> year	1 <sup>st</sup> year	2 <sup>nd</sup> year	2 <sup>nd</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	3 <sup>rd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> Year	4 <sup>th</sup> year
GQ1 (Can you describe the specific AI tools or platforms you use for English Language Learning?)	I use quillbot	Lester. I actually didn't engage AI with myself. But AI sometimes I used to be Question to help paper	Fallen. I used Chat GPT	I don't usually use AI that much, but if I was to use it, I use Canva and Quora	Chat GPT	Grammarly	Quill bot	Chat GPT	I would have said app like quill Bot, I've been using for a while specially in essay, like descriptive essay.	I just used, google the most common, for search meaning certain words that I don't know the meaning of it.
)										

GQ2										
(How do you incorporate AI into your English learning process, and what strategies do you find most effective?)	I usually use AI when doing Assignment, my research, or my paper.	I didn't use really much about AI, but in quillbot I can make my sentence more simplify especially in academic. such as short time ahead for help me simplify information to help me learn	for me, I used chat GPT, talk to AI to specific answer for example, I want to understand outside vocab.	When it comes to use AI, I utilize it by taking notes whatever the AI answer given to me.	for instance, If you don't know the words, you go to website of AI and search the exact meaning of the words.	for me, Grammarly has paraphraser or either grammar checker. for me I used Grammarly to correct my grammar and also sometimes to be familiar with those deep words.	in quill Bot also, when our professor discusses something, and I cannot understand the words, so I will go to quill Bot and for phrase the words. in order for me to understand .	there is certain time, when discuss and some words are not familiar, and sometimes I just go to google, but sometimes I go directly to chat GPT for responding like difficult words. in that way, I will able to understand what that certain mean for those words.	I would say it will enhance my vocabulary, cut somehow it would enlighten different technique in grammar like discover new words. So, I use it as my guides.	The impact of ai nowadays it's that it viewed in a bad way because of the misconception, usually ai is used by students just copy and paste it for written, I think that's the negative way to use AI, because we need students to expand their ideas through their own world, not

								saying the future of AI is dark, because It's really bright. I envision as something bright despite the missed conception . because In education, we need inputs from different idea aside from human idea. Let's see it in an optimistic perspective.
)								

<p>GQ3 (In what situations or language skills do you primarily utilize AI assistance for learning English? )</p>	<p>Like, when I was doing essay and paper assignment</p>	<p>For the platform-based AI, I used it when I doing my research, and when I should summarize every one of them in short time period. So, I used Quillbot to make me contextualized in my paper.</p>	<p>When I was given an assignment, such as when I didn't understand or the material is not in my perspective, or in my mind. So, I use AI to understand material.</p>	<p>It's when I don't have any ideas anymore to incorporate into my notes, and whenever I'm bored to search for opinions to satisfy my curiosity .</p>	<p>In doing my research , or paper assignment and difficult assignment to make me understand more about the material .</p>	<p>For me, for assignment, Usually I used Grammarly for me to enhance like the language that I used on my assignment.</p>	<p>So, when also with certain topics, and I facing hard words that I cannot comprehend, and I just paste it in quillbot and just wait to see the simple way of the phrase that I need to know.</p>	<p>When we were 1st year. and we similar to research, and you're gathering to research and we ask Chat GPT, to search about certain topic in research.</p>	<p>I guess I would say, earlier, even now in my research , and the past like essay, I don't use frequently when I had hard time as an assistant not a whole AI doing my work.</p>	<p>Writing, or I need to like speak, for example I had to join Piaget, I need to be good on speaking, so I try to expand my vocab with google.</p>
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Table 4 1 Interview Transcript, Research Question 1



**No 2**

RQ2	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
(How could AI work as an assistant in Student English Language Learning at the University of Mindanao Digos College?)	1 <sup>st</sup> year	1 <sup>st</sup> year	2 <sup>nd</sup> year	2 <sup>nd</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	3 <sup>rd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> Year	4 <sup>th</sup> year
QG 1										

<p>(Can you share examples of how AI has assisted you in your English Language Learning journey?)</p>	<p>AI Assisted me for correcting grammar, punctuation and correcting the right sentence.</p>	<p>When the certain information is brief in consist, or not worth to spend a lot of time, and I used quillbot to shorten the message and help me a lot in comprehending and make me understand more.</p>	<p>there are some instances I can see AI to really help me or not, in this field which is English Course. I still learning, grasping Information in English studying, in using this AI tools.</p>	<p>I didn't really learn from AI when it comes to my English grammar, but it helped me a lot in vocabulary. When we search for answers or additional insights for an</p>	<p>It helps me improve when I do read, and I can use AI platform to understand about the specific topics.</p>	<p>Answering assignment with AI, copy that and paraphrase it in Grammarly.</p>	<p>for me when Our professor gives us homework, and use chat GPT I copy paste to quillbot and paraphrase it in quillbot.</p>	<p>when I had assignment, of course paper works. When I feel exhausted, and I go home, and make that assignment, I just type question to chat GPT and rephrase it a little bit, and do my paper.</p>	<p>I would mention about paper, on our research paper, now with big up constricting the words, like you have the reference and try to paraphrase it, not entirely but like to make it clear.</p>	<p>Because its common today like when they are writing something to prepare their speech, they we were thought to not copy what we see on the internet, like to rephrase it, make it our own. I don't really do that one, because I use my own words. But its helpful, because they said its easier for them to have AI like especially in term of researches, or speech. I was really amazed with chat GPT. because they said its very helpful that they give them an easy sentences and paragraph. because before when I was in high school, I specialize writing. It's really helpful if there is AI back then</p>
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			<p>some people recognize we were very lucky in this kind of era, unlike then traditionally reading books, traditional way of digging information through. So, for us, I can really say I'm really lucky</p>	<p>essay, AI uses words that we don't usually use. So, I think that's a good idea, and I absorb the vocab.</p>					
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			that I'm close to the technologies						
Q2.									I used Ai as the assistance in my writing and gaining more my vocabulary and more words.



<p>(In what ways do you perceive AI contributing to a more personalized and effective learning experience?)</p>	<p>Well, AI make learning simpler and helps and making studying feel faster specially to assign the homework.</p>	<p>Personally, it helps to students since it makes things very easy to us manage our time, it's very help us to full fill duty as a student. However, I actually would disagree about losing it, I didn't not really see for me grow as a person using AI</p>	<p>Some teacher will have really different perspective, there are many teachers I had encounter. and they are stand regarding to this topic, it's good for you to ask, to help, through</p>	<p>I think AI contributes a lot to my learning, especially when it comes to ideas that cannot be answered by peers and classmates. And I think that helps a lot originally</p>	<p>Since I already have an idea about some topics, so with AI make your works organize and structure.</p>	<p>For me, I can now easily understand the lesson, with just paste those text, to chat GPT AI will just simplify that so it will be more easily understand</p>	<p>It has really great helps, especially school, it makes our task easier, and also Convenience to students.</p>	<p>I think become more easier for us to like since before we don't know ai tools. so, it makes us difficult to search the answer about school works, but now It makes us easier just with one click, and AI will give u the whole answer that question of yours. it makes us more convenience.</p>	<p>Personalize, in my daily life, I can say not entirely, like short of, like it helps me to enhance vocabulary, that is helps me that make me learn some different strategy, new words, in my daily life.</p>	
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			<p>h AI, but some teacher will not really support this thing. But Maybe I'm in the middle, like you can grasp little information but not be dependent on it.</p>	<p>I answer from Artificial Intelligence</p>					
QG3.									It makes everything easier, and saved few times, you don't have

										to think a lot because AI will help you.
(How do you envision the role of AI evolving as an assistant in English Language Learning in the university context?)	Role of AI as a student is to assist us to give more information in language learning	I'd said that at this time, I see a lot of students that really dependent to the power of AI, and I envision here's from now, I actually how dependent student is in the future and the natural Intelligence will	As future educator, AI tools nowadays, in very future really far of the future, AI might be the teacher, so what is the function of the natural human, I want to	I think if AI is integrated into English language learning, it could replicate what teachers do by teaching English in a spiral way, starting from the	By guarding us in answering something about our ideas and gain more and I hope in future of AI it will be more complex and helps more about educat	I envision like AI as an assistant in English language in the university context. it makes more easier for my homework.	Convenience for us, specially us in English Learner, to comprehend in English learning, such as Grammar in Grammarly for checker, paraphraser from Chat GPT to make it easier.	Instead go to library, I used AI instead so I won't spending a lot of time reading a book and become convenience and mor easier.	The role of Ai, to be honest, it's quite scary, not because of how it would help us, but how it could hander the creativity, cut we are subconsiously independent to AI, like the originality or someho	

		not develop well.	teach but I don't want to be important just because AI tools	easiest concepts and progressing to the hardest. And I think that would be effective, if they be able to learn that. But for now, AI is very stiff when it comes to answer	ional things				w, like you paraphrase it and then just paste it, just copy reference, like put there and it will just proceed by the system. but u didn't have the originality of yourself like how u paraphrase the sentence. it's scary
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				<p>ring          questi          on,          they          cannot          percei          ve if          the          studen          t          weath          er kid          or          adult, I          think I          envisi          on          somet          hing          that          will          level          up,          from          time          to          time,          so we          can          integr</p>				
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				ate in the university context.						
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Table 4 2 Interview Transcript Research Question 2

**No 3**

RQ3	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
(What are the identified influences AI has on the	1 <sup>st</sup> year	1 <sup>st</sup> year	2 <sup>nd</sup> year	2 <sup>nd</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	3 <sup>rd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> Year	4 <sup>th</sup> year

English Language Learning Process ?)										
QG1.										
(What are the areas of language competence noticeably being enhanced while integrating IA in the learning process ?)	Helps me more to understand new vocab, and widen my sentence and make it look more advance.	I can help me to expand my knowledge and vocabulary, and simplify and able to make develops and expand my words to expand	Yea it helps me engage my vocabulary in the journey of my studies , so yeah, I expand my vocabulary	The most enhance in English competency is my English Vocabulary	It's about my vocabulary, and widening vocabulary and gain more knowledge in the context	for me it widens my vocabulary in.	With grammar and comprehension that is the most affect me.	I think it's the grammar, because AI could improve our grammar and able us to improve our grammar. Like my grammar not that good back then, after AI My grammar improve	I just want to said, in vocabulary. enhance vocabulary like Again, I think that's the area is the most. because u learn words	When I write, I didn't have long sentence, and when I use AI, I feel like, "OH, I can explain this in a better way" I can learn how to express more with the assistance of AI

		d my vocab ulary.							u haven' t learn before .	
QG2.										



<p>(How do you find AI impact your overall language proficiency and confidence in using English?)</p>	<p>The overall idea, I can gain more deeper words while constructing writing and Essay or paper-based assignment.</p>	<p>I think it's actually impact me as a person, because I was oblivious throughout my time with about AI and I think I always confident on how I express my English Language</p>	<p>I don't love bringing books, and reading with books, So AI really help me a lot because its on my phone really easy and that's all, I can bring it everywhere</p>	<p>The impact of AI nowadays it's that it viewed in a bad way because of the misconception, usually AI is used by students just copy and paste it for written, I think that's the negative way to use AI, because we need students</p>	<p>I think when I use AI and use it to yourself in order to improve language skills and confidence proficiency in English</p>	<p>I feel it make me lazier and procrastinate in doing the homework's, because I feel AI could do it for me. but the advantage makes works faster and easier.</p>	<p>Overall Impact, it had good and also bad impact, because sometimes, I rely on those AI for me to answer assignment I have, but the good side widen my grammar, enhance my vocabulary.</p>	<p>It helps my comprehension, and improve my grammar, but it, make me we are encourage we can use AI that They can answer quickly, but I feel it make me procrastinate.</p>	<p>Overall, it helps me, in many ways, in my studies, my daily life, it makes things easier, but we shouldn't entirely dependent on it. because that what going to be wrong, it will kill the</p>	<p>I became more expressive and I learn more words that I never used. Because its 50/50, because I learn more words like difficult words, such as I teach young kids, such as Japan kid, etc. It's way better to simplify my speaking, with AI assistance the way I talk to the students. And the Impact basically overall is my writing.</p>
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		<p>age and I really fun in physical book and love to grasp more to the books rather than AI tech.</p>		<p>to expand their ideas through their own world, not saying the future of AI is dark, because its really bright. I envision as something bright despite the missed conception. In education, we need</p>				<p>creativity as human beings . that why it helps, we could use it, but we should n't rely it every time.</p>	
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				<p>inputs from different idea aside from human idea. Let's see it in an optimistic perspective.</p>					

Table 4 3 Interview Transcript, Research Question 3

*Appendix V Interview Documentation*





## *Appendix VI Field Observation Notes*

### **Observation Notes**

#### **21<sup>st</sup> February**

During today's observation, I noted that several students were using AI tools to complete their texts and assignments. Specifically, some students employed Quillbot and Chat-GPT to aid in creating their text-based assignments. These tools appeared to assist them in generating ideas and refining their writing.

#### **22<sup>nd</sup> February**

In today's session, it was observed that students frequently used Chat-GPT not only for academic purposes but also for general inquiries and casual conversations. This suggests that students are comfortable with the technology and are exploring its capabilities beyond strictly educational applications.

#### **23<sup>rd</sup> February**

The integration of AI tools in today's class was notably seamless. Students demonstrated a good understanding of how to use these tools effectively. The lecturer in this session actively encouraged the proper use of AI, providing guidance on how to leverage these technologies to enhance their learning experience.

#### **24<sup>th</sup> February**

Dr. Ana, the lecturer today, focused her discussion on the role of AI in education. She highlighted the process of digitalization facilitated by AI, discussing how these advancements can transform educational practices. Her insights provided a broader context for the students on the potential and challenges of integrating AI into their studies.

*Appendix VII Class Observation*

21<sup>st</sup> February



22<sup>nd</sup> February



23<sup>rd</sup> February



24<sup>th</sup> February



*Appendix VIII Material Documentation from Dr. Ana Mae Monteza Class*

Philippine Association for Teachers and Educators (PAPTE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2024**

**HUMAN-CENTRIC OF ARTIFICIAL INTELLIGENCE (AI) IN EDUCATION**

SBC 6: 020X  
 Fullbright, Robert H. Maghinon Fellow, USA  
 2016 Fellow, Massachusetts Institute of Technology  
 Professor, University of Southeastern Philippines

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**STUDENT TEACHERS' REGIONAL CONGRESS 2024**

**THE ROAD TO THE FOURTH INDUSTRIAL REVOLUTION**

**4.0**

1.0 Agriculture  
 2.0 Mass Production  
 3.0 Information  
 4.0 Digital

Philippine Association for Teachers and Educators (PAPTE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2024**

**OUTLINE OF PRESENTATION**

1. The Era of Digital Revolution
2. Challenges of Philippine Education
3. Digitalization of Education
4. Artificial Intelligence in Education
5. Implications of AI in Education

Philippine Association for Teachers and Educators (PAPTE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2024**

**I. THE ERA OF DIGITAL REVOLUTION**

**A snapshot of digital technology in everyday life and governance**

- 99% of the world pop. within reach of a mobile tower
- 65% (5.3 bn) of the world pop. use internet (USA 99%, Canada 98%, Germany 98%, France 98%, UK 98%, Japan 98%, Korea 98%, India 80%, Philippines 79%, Thailand 77%, Vietnam 70%)
- 3.3 billion people use at least one social media platform (China 2.9B, Singapore 2.9B, Philippines 1.2B, Thailand 1.2B)
- 66% of financial transactions are carried out electronically
- Number of websites has increased exponentially 1 (1991) to 1.72 bn (2019)
- Massive improvements in our ability to store, compute, and communicate digital data (Cloud)

**DIGITAL ECONOMY Facts & Figures**

**TOTAL INTERNET USERS IN SOUTHEAST ASIA**

Year	Total Internet Users (Million)
2018	360
2019	400
2020	440
2022	460

Investment projections

Philippine Association for Teachers and Educators (PAPTE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2024**

**18<sup>th</sup> Century** Industrial Revolution  
**19<sup>th</sup> Century** IT Revolution  
**21<sup>st</sup> Century** Digital Revolution

**Technological innovation and paradigm shift**

A turning point in the history of civilization led by digital technology

**IMPACT OF SOUTHEAST ASIA'S DIGITAL ECONOMY ON BUSINESS, JOBS, AND REGIONAL ECONOMY (AS OF 2022)**

- 20-25 million** Online e-commerce transactions (percentage of participants, 2022) (Indonesia, 67%; Philippines, 62%; Thailand, 57%)
- 6-7 million** startups, 1 million start-ups are all-female startups
- 160,000** new jobs were created across the region
- 30 million** people who use a mobile phone as a means of the digital platform (Indonesia, 2022) (67% of the population)
- 5 to 10%** contribution of Southeast Asia GDP (2022)

Philippine Association for Teachers and Educators (PATE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2022-23**

OUR MISSION  
To be the catalyst of  
Teacher Growth in 2030

OUR CORE VALUES  
Integrity, Honesty, Service, and Leadership of  
All Stakeholders

OUR VISION  
To be the preeminent  
Association of Teachers and  
Educators in the Philippines

OUR MEMBERS  
Over 100,000 Members  
Nationally

Philippine Association for Teachers and Educators (PATE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2022-23**

## II. CHALLENGES OF PHILIPPINE EDUCATION

Source: Our World in Data (OWID). The ICT landscape shaping by innovation

Philippine Association for Teachers and Educators (PATE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2022-23**

**FILIPINO STUDENTS STILL STRUGGLE IN MATH, READING, AND SCIENCE**

According to the 2022 Progress in International Reading Study Study (PIRLS), the Philippines ranked 31st out of 45 countries in reading literacy. In mathematics, the Philippines ranked 38th out of 45 countries. In science, the Philippines ranked 40th out of 45 countries.

Philippine Association for Teachers and Educators (PATE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2022-23**

**PHILIPPINES PLACES 51<sup>ST</sup> IN DIGITAL SKILLS GAP RANKING**

According to the 2022 Digital Skills Gap Index (DSGI), the Philippines ranked 51st out of 100 countries. The Philippines' score is 48.5, which is significantly lower than the top-performing countries like Singapore (95.5) and South Korea (95.0).

Philippine Association for Teachers and Educators (PATE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2022-23**

**WHAT ARE THE DIFFERENT TYPES OF EDUCATIONAL TECHNOLOGY?**

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**Definition**

- ✓ **Educational technology** (commonly abbreviated as edutech, or edtech) is the combined use of computer hardware, software, and educational theory and practice to facilitate learning.
- ✓ **Educational technology** is a systematic approach to designing and evaluating learning and teaching methods, methodologies and to the application and exploitation of media and current knowledge of communication techniques in education both formal and informal.
- ✓ **Educational Technology** is the field of study that investigates the process of analyzing, designing, developing, implementing, and evaluating the instructional environment, learning materials, learners, and the learning process in order to improve teaching and learning.

Philippine Association for Teachers and Educators (PATE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2022-23**

**PHILIPPINES LAGS IN EAST AND SOUTHEAST ASIA IN COURSERA'S 2022 GLOBAL SKILLS BANKING**

According to Course Hero's 2022 Global Skills Index, the Philippines ranked 45th out of 100 countries. The Philippines' score is 48.5, which is significantly lower than the top-performing countries like Singapore (95.5) and South Korea (95.0).

Philippine Association for Teachers and Educators (PATE) Inc. - Region XI  
**STUDENT TEACHERS' REGIONAL CONGRESS 2022-23**

## III. DIGITALIZATION OF EDUCATION



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**STUDENT TEACHERS' REGIONAL CONGRESS 2022-23**  
 REGIONAL SECRETARIAT: UNIVERSITY OF SAN CARLOS - BUTLEG

**Insights: artificial intelligence and technology 2021**

defined educational technology as "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources".

It defined instructional technology as "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning".

Educational technology is the process of integrating technology into education in a purposeful manner that promotes a more diverse learning environment and a way for students to learn how to use technology as well as their personal assignments.




## IV. ARTIFICIAL INTELLIGENCE IN EDUCATION

**TECHNOLOGY, POWER, AND THE 21<sup>ST</sup> CENTURY'S EDUCATOR: SILENS**

**THE COMING WAVE**

**MUSTAFA SOLEYMAN**

IN COLLABORATION WITH: DR. JESSIE M. MORALES

**PREFACE**

The book is a collection of essays that explore the impact of technology on education and the role of the educator in the 21st century. It is a must-read for all educators and those interested in the future of education.

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 REGIONAL SECRETARIAT: UNIVERSITY OF SAN CARLOS - BUTLEG

**FOUR FEATURES OF THE COMING WAVE**

- Asymmetry: A Colossal Transfer of Power
- Hyper-evolution: Endless Acceleration
- Omni-user: More is More
- Autonomy and Beyond: Will Humans Be in the Loop?
- The Gorilla Problem

Artificial intelligence (AI) is the science of teaching machines to learn humanlike capabilities.

**Artificial general intelligence (AGI)** is the point at which an AI can perform all human cognitive skills, better than the smartest humans.

**ACI, or artificial capable intelligence,** is a fast-approaching point between AI and AGI: ACI can achieve a wide range of complex tasks but is still a long way from being fully general.

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**What is AI? And what are the different categories of artificial intelligence?**

**Levels of Artificial Intelligence**

- Artificial Narrow Intelligence (ANI)
- Artificial General Intelligence (AGI)
- Artificial Super Intelligence (ASI)
- Artificial Conscious Intelligence (ACI)

"In response to the rapid development of artificial intelligence (AI), during the 2022-2023 school year, educators voiced concerns over plagiarism, cheating, and the futility of many of their traditional assignments. Suddenly, within minutes, students could generate essays that were hard to tell apart from human writing. Conventional plagiarism detection methods became obsolete as generative AI produced individual responses for each student. Some teachers scrambled to modify their assignments to keep up with the changes, while others were unaware of the newfound technological development"

Notes that QED: AI and the Future of Education, The Knight for Age of Artificial Intelligence



**Artificial Intelligence (AI)**

**Umbrella Term**

- encompasses a wide variety of technologies, including machine learning, deep learning, and natural language processing (NLP).

**Artificial Intelligence (AI)**

**Beware Anthropomorphism**

- we shouldn't necessarily expect or desire machine intelligence to mirror human intelligence. The reason is simple: machines are not human, and this is not a disadvantage, but rather an asset.

**Artificial Intelligence (AI)**

**Socio Technical System,**

- AI is a product of the complex human, organizational, and technical factors involved in their design, development, and use.

**Artificial Intelligence (AI)**

**Technology Affordance**

- refers to a potential action that individuals or organizations could do with a specific technology

AI is a machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations or decisions influencing real or virtual environments.

- (US) National Artificial Intelligence Act of 2020

https://www.congress.gov/116/plaws/publ/10997/116publ10997.pdf#page=123

**OPPORTUNITIES AND CHALLENGES**

1. What opportunities does AI present in the classroom?
2. What challenges do educators face when implementing AI?
3. What are the risks of overreliance on AI in the classroom?

**The Opportunities:**

- The development of generative AI technology thus offers a path to **offloading much of the workload** that happens behind the scenes of instructional time.
- AI can help **outline curriculum, draft lesson plans, generate assessments, and draft communication and feedback for teachers.** The more teachers can rely on AI for this portion of their workload, the more time and energy they will have to focus on providing students with direct instruction.

**The Opportunities**

- AI can also solve many of our pedagogical problems by **providing us with custom, individualized, technology-based solutions** to the issues we are facing.
- Creating personalized, interactive, and dynamic learning opportunities** is becoming easier and more accessible for a broader range of educators to meet our students where they are and help keep them engaged in the learning process.
- AI technology will allow teachers to **tailor their instruction and assignments to individual students, creating a more equitable and effective teaching strategy.**
- AI systems will be able to help teachers **analyze student data, and pinpoint learning difficulties and gaps** quicker to provide targeted support for struggling students

**The Challenges:**

- There are significant **ethical and practical challenges** that such drastic changes in our workflow and pedagogical tools will bring, and both **students and teachers need to be able to think and act critically.**
- As students prepare to enter a world where AI is ubiquitous, whether in future educational stages, their careers, or their social lives, they will **need to be able to analyze the ethical and social implications of various AI technologies.**
- They will have to be able to **navigate how and when to use the assistance of AI and define what integrity means for them and their peers.** As democratic participation and dialogue change, **students must be able to navigate misinformation, deepfake media, and tailored manipulation and propaganda.**
- They will also need to **think through what they produce and put out into the world and its consequences for the rest of society.** Finally, they will have to **critically evaluate the output of AI to spot and address biases and inaccuracies.**

- Educators, too, will need to act carefully to ensure that **introducing AI doesn't worsen existing problems in education.**

- While AI has the potential to help us narrow the achievement gap, we need to ensure that our responses **take advantage of it to do so rather than risk widening it.**

- To do so, we will also need to make progress on **closing the digital divide** to ensure that AI's benefits are equitable.

- Finally, as more data and information is shared with AI companies and providers, educators need to be able to **think through data privacy and security** to ensure that students are not exploited for profit gains

- Given the nature of technological developments and AI specifically, **teachers will need to focus on self-evaluating their skills and knowledge to navigate these challenges.**

- While teachers do not have to become technical experts in machine learning, **there are core skills and knowledge that will help them navigate the age of AI.**

- They will also have to **constantly remain in tune with new developments and progress and seek resources that help build on their practice**



*Appendix IX Curriculum Vitae*

**Curriculum Vitae**

A. Personal Identity

1. Name : Azka Farzanggi Fidinansyah
2. Student ID Number : 2017404135
3. Gender : Male
4. Address : Desa Bandingan  
RT 03/ RW 02  
Kec. Kejobong  
Kab. Purbalingga, Jawa Tengah
5. Email : 2017404135@mhs.uinsaizu.ac.id
6. Father's Name : Arif Munandar
7. Mother's Name : Nurfingah

B. Educational Background

1. Formal Education
  - a. SD/MI : MI Muhammadiyah Bandingan
  - b. SMP/MTS : SMP N 1 Purbalingga
  - c. SMA/MA : SMA N 2 Purbalingga
  - d. S1 : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

C. Organizational Experience

1. 2021-2022 : Member of EASA
2. 2018-2019 : English Club General Leader

Purwokerto, March 14, 2024

**Azka Farzanggi Fidinansyah**

**S.N. 2017404135**



## Appendix X Students' Transcript

7/12/24, 11:05 AM

Transkrip

### TRANSKRIP SEMENTARA

Program Studi : Tadris Bahasa Inggris  
 NIM : 2017404135  
 Tempat Lahir : PURBALINGGA  
 Tanggal Lahir : 25 Mei 2002  
 Jenjang Pendidikan : Strata Satu  
 Nama : AZKA FARZANGGI FIDINANSYAH  
 Tahun Masuk : 2020

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
1	MKU 61104	Bahasa Inggris	A-	3.60	2	7.2
2	MKU 61113	Filsafat Ilmu	A	4.00	2	8
3	MKU 61116	BTA PPI	B+	3.30	0	0
4	TBI 61101	Listening for Daily Communication	A	4.00	2	8
5	TBI 61104	Literat Reading	C+	2.30	2	4.6
6	TBI 61107	Speaking for Daily Communication	A-	3.60	2	7.2
7	TBI 61110	Sentence-based Writing	B+	3.30	2	6.6
8	TBI 61113	Basic English Grammar	A	4.00	2	8
9	TBI 61116	English Phonology and Phonetics	A	4.00	2	8
10	TIK 61102	Dasar-dasar dan Teori Pendidikan	B	3.00	2	6
11	MKU 61102	Bahasa Arab	B	3.00	2	6
12	TBI 61102	Transactional Listening	A-	3.60	2	7.2
13	TBI 61105	Interpretive Reading	A-	3.60	2	7.2
14	TBI 61106	Transactional Speaking	A	4.00	2	8
15	TBI 61111	Paragraph-based Writing	A-	3.60	2	7.2
16	TBI 61114	Intermediate English Grammar	A-	3.60	2	7.2
17	TBI 61117	Pronunciation Practices	A	4.00	2	8
18	TIK 61104	Psikologi Pendidikan	B	3.00	2	6
19	TIK 61113	Literasi Media	A	4.00	2	8
20	MKU 61105	Ulumul Qur'an	B+	3.30	2	6.6
21	MKU 61106	Ulumul Hadis	B+	3.30	2	6.6
22	TBI 61103	Listening for Academic Purposes	A	4.00	2	8
23	TBI 61106	Critical Reading	B	3.00	2	6
24	TBI 61109	Speaking for Academic Purposes	A	4.00	2	8
25	TBI 61112	Academic Writing	B+	3.30	2	6.6
26	TBI 61115	Advanced English Grammar	A	4.00	2	8
27	TBI 61116	Introduction to Linguistics	A	4.00	2	8
28	TBI 61119	Theories of Translating and Interpreting	B+	3.30	2	6.6
29	TIK 61103	Ilmu Pendidikan Islam	B+	3.30	2	6.6
30	TIK 61105	Psikologi Perkembangan Peserta Didik	B-	2.60	2	5.2
31	TIK 61107	Pengembangan Kurikulum	A-	3.60	2	7.2
32	MKU 61109	Fikih	B+	3.30	2	6.6
33	MKU 61110	Sejarah Kebudayaan Islam dan Kebudayaan Lokal	A	4.00	2	8
34	MKU 61111	Ushul Fiqih	A	4.00	2	8
35	TBI 61120	Translation Practices	A	4.00	2	8
36	TBI 61121	Introduction to Literature	A	4.00	2	8
37	TBI 61123	Teaching English as Foreign Language	A	4.00	2	8
38	TBI 61124	Developing Material Design for English	A	4.00	2	8
39	TBI 61125	Instructional Media for English	B	3.00	2	6
40	TBI 61126	Language Testing & Evaluation	A	4.00	2	8

NO	KODE	MATA KULIAH	NILAI	A.M	SKS	BOBOT
41	MKU 61107	Ilmu Kalam	A	4.00	2	8
42	MKU 61108	Ilmu Akhlak dan Tasawuf	A	4.00	2	8
43	MKU 61112	Metodologi Studi Islam	A	4.00	2	8
44	TBI 61122	Cross Cultural Understanding	A-	3.60	2	7.2
45	TBI 61127	Technology Enhanced Language Learning	A-	3.60	2	7.2
46	TBI 61128	Innovative Learning on ELT	A	4.00	2	8
47	TBI 61130	Sociolinguistics	B+	3.30	2	6.6
48	TBI 61131	Seminar Proposal	B	3.00	2	6
49	TBI 61132	Microteaching	A	4.00	2	8
50	TIK 61106	Sosiologi Pendidikan	A-	3.60	2	7.2
51	TIK 61106	Administrasi Pendidikan	A-	3.60	2	7.2
52	TIK 61110	Sejarah Pendidikan Islam	A-	3.60	2	7.2
53	TIK 61112	Metodologi Penelitian Pendidikan	B+	3.30	2	6.6
54	TBI 62101	English for Young Learners	A-	3.60	2	7.2
55	TBI 62102	English for Tourism	A	4.00	2	8
56	TBI 62103	English for Broadcasting	A	4.00	2	8
57	TBI 62104	English for Journalism	A	4.00	2	8
58	TBI 62105	English for Deaf	A-	3.60	2	7.2
59	TBI 62106	Educational Entrepreneurship	A-	3.60	2	7.2
60	TBI 62107	Business English	A	4.00	2	8
61	TBI 62108	Textbook Analysis	A	4.00	2	8
62	TBI 62109	Language Learning and Acquisition	A	4.00	2	8
63	TBI 62110	TOEFL Preparation	A	4.00	2	8
64	MKU 61114	Kuliah Kerja Nyata	A-	3.60	4	14.4
65	TBI 61133	Praktek Pengalaman Lapangan	A	4.00	4	16
66	TBI 61134	Skripsi	A	4.00	6	24
67	MKU 61101	Pancasila dan Kewarganegaraan	A-	3.60	2	7.2
68	MKU 61103	Bahasa Indonesia	B-	2.80	2	5.2
69	TIK 61101	Filsafat Pendidikan	A-	3.60	2	7.2
70	TIK 61109	Teknologi Pendidikan	A-	3.60	2	7.2
71	TIK 61111	Statistika Pendidikan	B+	3.30	2	6.6

Judul Skripsi : Artificial Intelligence in English Education at University of Mindanao, Digos College: A Case Study

**KETERANGAN**

SKS	: Satuan Kredit Semester	Jumlah SKS Yang Diambil	: 148
HM	: Huruf Mutu	Jumlah SKS Yang lulus	: 148
AM	: Angka Mutu	Jumlah Mutu	: 541
M	: Mutu	Index Prestasi Kumulatif (IPK)	: 3.66

Purwokerto, 12 Juli 2024

Wakil Dekan

Fakultas Tarbiyah dan Ilmu Keguruan / Faculty of Tarbiyah and Teacher Training

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