

THE USE OF AI IN EFL CLASSROOM: STUDENTS VOICE

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Abstract

The integration of Artificial Intelligence (AI) in education has reshaped English as a Foreign Language (EFL) instruction. However, comprehensive research focusing directly on the learners' perspective remains limited. This study investigates university students' authentic perceptions regarding the specific advantages and disadvantages associated with using AI tools in EFL classrooms. Adopting a descriptive qualitative research design, data were collected through a structured questionnaire distributed to English education students. The findings reveal how students balance the practical benefits of automated tools, such as instantaneous feedback, against distinct drawbacks like over-reliance and threats to academic integrity. Ultimately, this research provides valuable empirical insights for educators to design more balanced, adaptive, and effective hybrid language learning environments.

Keywords: *Artificial Intelligence, EFL Classroom, Students' Voice, Qualitative Perception*

INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) technologies has thoroughly transformed the contemporary educational landscape. Today, a wide array of digital tools actively supports both teachers and students within the classroom environment. In English as a Foreign Language (EFL) classrooms, for instance, students can utilize various applications to practice independently and enhance their English proficiency. Learners can easily leverage these automated assistants to develop language skills at their own pace, boost their writing confidence, and accelerate vocabulary acquisition.

According to Fahmi and Cahyono (2021), these digital tools significantly benefit students by identifying subtle linguistic errors and providing valuable suggestions for improvement. Consequently, this automated feedback substantially enhances the overall quality of texts written by language learners. However, despite these notable advantages, several distinct disadvantages also arise from integrating digital tools into the learning environment. For example, students risk becoming overly dependent on automated assistance, which can ultimately hinder their ability to edit their own work independently.

Furthermore, utilizing digital tools without proper guidance can cause students to become passive participants in the learning process. Another critical concern involves the potential erosion of academic integrity values among learners who rely too heavily on automated outputs. As emphasized by Hastomo et al. (2025), limited preparation in managing these technologies frequently triggers pedagogical and ethical challenges within the classroom. Therefore, these various drawbacks require serious attention to ensure that technology integration does not undermine the development of students' foundational competencies.

Besides that a considerable body of existing literature has extensively discussed the general advantages and disadvantages of these digital instruments. However, very few studies have

deeply explored how students themselves actually perceive the use of such digital tools. This research gap persists because the genuine voices and perspectives of the learners are frequently overlooked in modern educational literature. In fact, understanding the balance between automated digital precision and actual student needs is crucial for optimizing the language learning process (Rkiki & Sakale, 2025).

Therefore, this study explicitly aims to investigate how students perceive the advantages and disadvantages associated with the use of digital tools in EFL classrooms. By analyzing data collected through student questionnaires, this research seeks to uncover unique insights regarding the practical benefits and drawbacks of these automated systems. The findings are expected to provide useful implications for creating a more balanced, adaptive, and effective hybrid learning environment. Ultimately, the primary goal of this research is to elevate the quality of English instruction and better prepare students to face future educational challenges.

METHOD

This study adopted a descriptive qualitative design to investigate university students’ authentic voices regarding technology integration. The participants involved in this research were 23 university students enrolled in the English Education Department who actively utilize AI tools in their coursework. Data collection was carried out by administering a structured questionnaire via Google Forms, consisting of 20 items, divided into 10 statements evaluating perceived advantages and 10 statements addressing perceived disadvantages. Student responses were mapped using a 4-point Likert-scale percentage system (Strongly Agree, Agree, Disagree, Strongly Disagree) to determine dominant perception patterns. The gathered data were then analyzed qualitatively through data reduction, data display, and drawing conclusions to ensure the procedural design could be systematically replicated by future researchers.

RESULTS AND DISCUSSION

Results

The rationale of this qualitative design was to systematically map how EFL students perceive the operational balance of integrating Artificial Intelligence (AI) within their learning environment. To achieve this, a structured 200-item questionnaire focused on two core dimensions: the perceived advantages (Items 1–10) and the perceived disadvantages (Items 11–20) of AI applications. The data obtained from the students’ responses are presented comprehensively in percentage frequencies within Table 1 below.

Table 1. Students’ Responses Toward the Use of AI Tools in EFL Classrooms

No.	Statement	SA	A	D	SD
1.	AI helps me understand English learning materials more easily.	53.3%	46.7%	-	-
2.	AI provides quick answers to my questions about English.	66.7%	33.3%	-	-

3.	AI helps me improve my English vocabulary.	66.7%	33.3%	-	-
4.	AI assists me in correcting grammatical errors in my writing.	40%	40%	20%	-
5.	AI helps me generate ideas for writing assignments.	33.3%	66.7%	-	-
6.	AI makes English learning more interesting and enjoyable.	40%	33.3%	26.7%	-
7.	AI provides personalized feedback that supports my learning.	26.7%	66.7%	6.7%	-
8.	AI helps me complete English assignments more efficiently.	46.7%	40%	6.7%	6.7%
9.	AI encourages me to explore new English learning resources.	46.7%	46.7%	6.7%	-
10.	AI enhances my overall English language proficiency.	20%	46.7%	33.3%	-
11.	I become too dependent on AI when learning English.	6.7%	53.3%	40%	-
12.	AI reduces my effort to think critically in English learning tasks.	13.3%	53.3%	33.3%	-
13.	AI sometimes provides inaccurate information.	26.7%	66.7%	6.7%	-
14.	Using AI decreases interaction between students and teachers.	13.3%	53.3%	33.3%	-
15.	I sometimes copy AI-generated responses without fully understanding them.	26.7%	40%	26.7%	6.7%
16.	AI can make students less creative in completing assignments.	40%	60%	-	-
17.	AI-generated content does not always match my learning needs.	26.7%	46.7%	26.7%	-
18.	AI may cause students to become passive learners.	28.6%	71.4%	-	-
19.	Excessive use of AI can weaken students' problem-solving skills.	20%	53.3%	20%	6.7%

20.	The use of AI may reduce students' confidence in their own abilities.	20%	60%	20%	-
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Table 1. Students' Responses Toward the Use of AI Tools in EFL Classrooms

The textual representation of the results shows a very positive consensus regarding the practical use of AI in the process of studying. The vast majority of the respondents strongly agree and agree that the AI helps them to understand English-language material (100% for Statements 1) and gives immediate answers (100% for Statement 2). In addition, positive tendencies were observed in terms of expanding the vocabulary (100% for Statement 3) and writing speed (86.7% for Statement 8).

On the other hand, the findings reveal that there are major fears among students regarding the negative impact of automated services. Over half of the respondents mentioned that they developed dependence on AI systems (60% for Statement 11) and noticed that they do not have to put in too much effort into critical thinking (66.6% for Statement 12). The most important point is that students admitted the threat of technology destroying their creativity (100% for Statement 16) and passivity in studying (100% for Statement 18).

Discussion

An interpretation of the research findings reveals that while EFL learners strongly embrace AI as an efficient cognitive scaffold, they concurrently experience deep pedagogical anxieties regarding its long-term impact on their learning autonomy. The widespread consensus among students regarding AI's capability to instantly resolve grammar problems and accelerate vocabulary acquisition implies that automated software serves as an effective personalized assistant. This digital assistance allows students to overcome immediate linguistic barriers during independent study, directly validating the assertions of Fahmi and Cahyono (2021) who argued that automated feedback significantly refines the structural and lexical quality of language learners' written output. From this perspective, technology integration successfully minimizes traditional learning delays by providing a localized, self-paced learning support system.

However, a critical interpretation of the negative indicators suggests that this operational efficiency comes at a substantial developmental cost. The strong student awareness that automated systems can induce passive learning habits and weaken creative problem-solving skills points to a serious conflict in modern classroom technology adoption. This finding directly corresponds to the systemic challenges highlighted by Hastomo et al. (2025), where unguided technology integration frequently triggers pedagogical and ethical risks due to limited instructional boundaries. Students are clearly caught in a dilemma between task-driven efficiency and authentic language acquisition. Therefore, as emphasized by Rkiki and Sakale (2025), the primary educational focus should not be to ban these digital tools, but to establish a careful equilibrium where automated precision complements, rather than replaces, human sensitivity and independent critical thinking.

CONCLUSION

The conclusion of this study confirms the central problem analyzed in the research: the sharp dualistic tension between task efficiency and long-term learning autonomy among EFL students using AI. The findings explicitly confirm that while digital tools successfully resolve immediate linguistic problems, they simultaneously induce passive learning behaviors and reduce students' creative efforts. This confirmation highlights that the widespread adoption of AI in classrooms presents a psychological and pedagogical compromise for learners. Ultimately, these insights establish that successfully navigating this technological shift requires educators to implement balanced hybrid frameworks that safeguard independent critical thinking.

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