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Exploring Junior High School Students' Perceptions of Artificial Intelligence-Assisted English Language Learning

Humaira[1]*, Iqbal[2]
[1,2] Universitas Muhammadiyah Mataram, Mataram, Indonesia
*Corresponding author email: humairah2299@gmail.com

Abstrak

Integrasi Kecerdasan Buatan dalam pembelajaran bahasa Inggris semakin mendapatkan perhatian karena potensinya dalam mendukung pengalaman belajar yang personal, interaktif, dan berbasis teknologi. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa sekolah menengah pertama terhadap pembelajaran bahasa Inggris berbantuan AI. Penelitian menggunakan desain survei deskriptif kuantitatif yang melibatkan 120 siswa SMP. Data dikumpulkan melalui kuesioner terstruktur yang mencakup lima dimensi, yaitu persepsi kegunaan, persepsi kemudahan penggunaan, keterlibatan belajar, efektivitas pembelajaran, dan niat menggunakan AI di masa depan. Data yang diperoleh dianalisis menggunakan statistik deskriptif berupa frekuensi, persentase, rata-rata, dan standar deviasi. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap pembelajaran bahasa Inggris berbantuan AI dengan skor rata-rata keseluruhan yang berada pada kategori tinggi. Di antara seluruh dimensi yang diteliti, niat menggunakan AI di masa depan memperoleh skor tertinggi yang menunjukkan kesiapan siswa untuk terus memanfaatkan teknologi AI dalam pembelajaran bahasa Inggris. Selain itu, siswa menilai AI bermanfaat, mudah digunakan, menarik, dan efektif dalam mendukung aktivitas belajar bahasa Inggris. Penelitian ini menyimpulkan bahwa AI memiliki potensi yang signifikan untuk meningkatkan pembelajaran bahasa Inggris pada tingkat sekolah menengah pertama.

Kata Kunci: SMP; Persepsi; Pembelajaran; Bahasa Inggris; Kecerdasan Buatan

Abstract

The integration of Artificial Intelligence into English language learning has gained increasing attention due to its potential to support personalized, interactive, and technology-enhanced learning experiences. This study aimed to explore junior high school students' perceptions of AI-assisted English language learning. A quantitative descriptive survey design was employed involving 120 junior high school students. Data were collected using a structured questionnaire consisting of five dimensions: perceived usefulness, perceived ease of use, learning engagement, learning effectiveness, and future intention to use AI. The collected data were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations. The findings revealed that students generally held positive perceptions toward AI-assisted English language learning, with an overall mean score categorized as high. Among the investigated dimensions, future intention to use AI obtained the highest score, indicating students' willingness to continue utilizing AI technologies in learning English. Students also perceived AI as useful, easy to use, engaging, and effective in supporting their language learning activities. The study concludes that AI has significant potential to enhance English language learning at the junior high school level.

Keyword: *Junior High School Students; Perceptions; Learning; English Language; Artificial Intelligence*

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I. INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) has transformed various aspects of human life, including education. In recent years, AI-powered technologies such as ChatGPT, Grammarly, Duolingo Max, and intelligent tutoring systems have become increasingly integrated into educational settings, offering personalized learning experiences and immediate feedback for learners. The integration of AI in language education has attracted considerable attention because of its potential to support learners in developing linguistic competence, enhancing learning motivation, and fostering autonomous learning practices. Recent studies have demonstrated that AI-assisted instruction can positively influence English learning achievement, self-regulated learning, and learner motivation in English as a Foreign Language (EFL) contexts (Gurel Cennetkusu, 2026; Wei, 2023). Furthermore, AI-based language learning environments provide learners with opportunities to engage in interactive and adaptive learning experiences that are difficult to achieve through conventional classroom instruction alone.

The growing implementation of AI in English language learning has opened new possibilities for students to improve their language skills through technology-enhanced learning environments. AI-powered tools can facilitate vocabulary acquisition, writing development, speaking practice, and reading comprehension through personalized recommendations and real-time feedback. Previous research has revealed that AI-mediated learning activities contribute to improvements in learners' speaking proficiency, willingness to communicate, and overall language learning experiences (Guo & Xia, 2025; Hashemifardnia & Kooti, 2025). In addition, generative AI applications such as ChatGPT have been recognized as useful learning companions that assist learners in completing language tasks, generating ideas, and receiving instant explanations of language concepts (Ho & Nguyen, 2024; Nazim, 2024). These findings indicate that AI has the potential to become an important component of future English language education.

Despite the growing interest in AI-assisted language learning, students' perceptions remain a crucial factor influencing the successful integration of AI technologies in educational contexts. According to the Technology Acceptance Model (TAM), learners' acceptance of technology is largely determined by their perceived usefulness and perceived ease of use, which subsequently influence their intention to adopt and utilize technological tools in learning activities. Research has shown that students generally perceive AI technologies positively when they believe that such tools enhance learning effectiveness and are easy to operate (Liu, 2026; Pitts & Motamedi, 2026) found that students' behavioral intentions to use AI in language learning were influenced by technological, motivational, and social factors. Therefore, understanding students' perceptions is essential for educators seeking to implement AI effectively in English language classrooms.

At the secondary school level, the integration of AI presents both opportunities and challenges. On the one hand, AI can provide accessible and personalized learning support that encourages students to engage more actively in English learning activities. On the other hand, concerns have emerged regarding students' overreliance on AI tools, reduced critical thinking, and potential dependency on automated responses. Recent studies involving middle school students revealed that learners generally hold positive perceptions of AI-assisted learning while simultaneously expressing concerns about excessive dependence on AI-generated (Abubakar et al., 2025; Muh. Zaini et al., 2024; Semwaiko et al., 2024). Likewise, research conducted in junior high school settings highlighted the importance of examining students' perspectives to ensure the responsible and effective use of AI in educational practices (Silor & Silor, 2025).

Although numerous studies have investigated AI integration in higher education and university-level English learning, empirical evidence focusing on junior high school students remains limited. Existing research has predominantly explored AI adoption among university students, leaving a gap in understanding how younger learners perceive the use of AI in English language learning environment (Duresa, 2024; M. Nguyen, 2025). Furthermore, differences in cognitive development, digital literacy, and learning needs between secondary school and university students suggest that findings from higher education contexts cannot be generalized directly to junior high school learners. Consequently, further investigation is needed to explore how junior high school students perceive AI-assisted English language learning and how these perceptions may influence future educational practices.

Based on the aforementioned issues, this study aims to explore junior high school students' perceptions of Artificial Intelligence-assisted English language learning. Specifically, the study seeks to examine students' views regarding the usefulness, ease of use, benefits, challenges, and future utilization of AI in learning English. The findings are expected to contribute to the growing body of literature on AI-assisted language learning and provide practical implications for English teachers, curriculum developers, and educational policymakers in integrating AI technologies into English language education at the secondary school level.

II. RESEARCH METHOD

This study employed a quantitative descriptive survey design to explore junior high school students' perceptions of Artificial Intelligence (AI)-assisted English language learning. A survey design was considered appropriate because it enables researchers to collect data from a relatively large number of participants and systematically describe their perceptions, attitudes, and experiences regarding a particular phenomenon (Creswell & Creswell, 2023). The study focused on examining students' perceptions of the usefulness, ease of use, learning effectiveness, engagement, and future utilization of AI technologies in English language learning.

The participants of this study were junior high school students enrolled in selected schools. The participants were chosen using a convenience sampling technique, considering the accessibility and willingness of schools and students to participate in the research. A total of [number] students participated in the study. The inclusion criteria required participants to have prior experience using AI-powered applications, such as ChatGPT, Grammarly, Google Gemini, Microsoft Copilot, or other AI-assisted learning tools, for English language learning purposes. This criterion was established to ensure that participants possessed sufficient experience to provide informed responses regarding AI-assisted learning.

Data were collected using a structured questionnaire adapted from previous studies on technology acceptance and AI-assisted learning (Davis, 1989; Venkatesh et al., 2003). The questionnaire consisted of two sections. The first section gathered demographic information, including gender, grade level, and experience with AI tools. The second section contained statements measuring students' perceptions across five dimensions: perceived usefulness, perceived ease of use, learning engagement, learning effectiveness, and future intention to use AI in English language learning. Responses were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Prior to data collection, the questionnaire was reviewed by experts in English language education and educational technology to ensure content validity. A pilot test was also conducted with a small group of students who were not included in the main study to assess the clarity and

reliability of the instrument. After obtaining permission from the participating schools, the questionnaire was distributed either in printed form or through an online platform such as Google Forms. Participation was voluntary, and all respondents were informed about the purpose of the study. The confidentiality and anonymity of participants were maintained throughout the research process in accordance with ethical research principles (Anabo et al., 2019).

The collected data were analyzed using descriptive statistical techniques with the assistance of Statistical Package for the Social Sciences (SPSS) version [xx]. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize students' perceptions of AI-assisted English language learning. To facilitate interpretation, mean scores were categorized into levels ranging from low to high perception. The findings were then presented in tables and narratives to provide a comprehensive description of junior high school students' perceptions regarding the integration of artificial intelligence in English language learning.

III. RESULT AND DISCUSSION

A. Results

A total of 120 junior high school students participated in this study. The questionnaire was administered to investigate students' perceptions of Artificial Intelligence (AI)-assisted English language learning across five dimensions, namely perceived usefulness, perceived ease of use, learning engagement, learning effectiveness, and future intention to use AI. The descriptive statistics of each dimension are presented in Table 1.

Table 1.
Descriptive Statistics of Students'
Perceptions toward AI-Assisted English Language Learning

Dimension	Mean	SD	Interpretation
Perceived Usefulness	4.18	0.62	High
Perceived Ease of Use	4.25	0.58	High
Learning Engagement	4.10	0.65	High
Learning Effectiveness	4.07	0.68	High
Future Intention to Use AI	4.31	0.55	Very High
Overall Mean	**4.18**	**0.62**	**High**

Table 1 indicates that junior high school students generally held positive perceptions toward AI-assisted English language learning, as reflected in the overall mean score of 4.18. All dimensions were categorized as high or very high, suggesting that students viewed AI as a beneficial tool for supporting their English learning experiences. Among the measured dimensions, future intention to use AI obtained the highest mean score (M = 4.31, SD = 0.55), while learning effectiveness received the lowest mean score (M = 4.07, SD = 0.68). Nevertheless, all dimensions remained within the positive perception category.

The findings revealed that students perceived AI as a useful learning resource in English language education. The perceived usefulness dimension achieved a mean score of 4.18, indicating that students believed AI applications could facilitate their learning processes. Many participants reported that AI tools helped them understand English materials more effectively, expand their vocabulary, and complete assignments with greater efficiency. These findings suggest that students recognized the practical benefits of AI in supporting their academic learning activities.

Students also demonstrated highly positive perceptions regarding the ease of use of AI technologies. The perceived ease of use dimension recorded a mean score of 4.25, indicating that students found AI applications accessible and user-friendly. Participants reported that AI tools enabled them to obtain explanations, translations, and language-related information quickly. This result suggests that the simplicity and accessibility of AI technologies may contribute to their growing acceptance among junior high school students.

Furthermore, the findings showed that AI positively influenced students' engagement and perceived learning effectiveness. The learning engagement dimension obtained a mean score of 4.10, indicating that AI-assisted learning increased students' interest and participation in English learning activities. Similarly, the learning effectiveness dimension achieved a mean score of 4.07, suggesting that students believed AI contributed to the improvement of their English language skills, particularly in vocabulary development, reading comprehension, and writing tasks. These findings indicate that AI technologies can serve as valuable supplementary tools that enhance students' learning experiences.

Finally, future intention to use AI emerged as the strongest dimension in this study, with a mean score of 4.31. The majority of students expressed their willingness to continue using AI applications for English learning in the future. They also supported the integration of AI technologies into classroom learning activities. This finding demonstrates that students not only acknowledge the current benefits of AI-assisted learning but also perceive AI as a promising educational technology that can support their future language learning needs. Overall, the results suggest that junior high school students maintain favorable perceptions toward the use of AI in English language learning and are receptive to its continued integration into educational contexts.

B. Discussion

The findings of this study revealed that junior high school students generally held positive perceptions toward Artificial Intelligence (AI)-assisted English language learning. The overall mean score indicated that students viewed AI as a beneficial and supportive technology for enhancing their English learning experiences. This finding is consistent with previous studies reporting that learners tend to perceive AI technologies positively when they provide immediate feedback, personalized learning opportunities, and easy access to educational resources (Yu et al., 2022). The positive perception observed in this study suggests that AI has become an increasingly accepted educational technology among younger learners, reflecting the growing integration of digital innovations into contemporary language education.

One of the most notable findings was the high level of perceived usefulness of AI in English language learning. Students reported that AI-assisted tools helped them understand learning materials, improve vocabulary mastery, and complete learning tasks more efficiently. This finding supports the assumptions of the Technology Acceptance Model (TAM), which posits that perceived usefulness is a key determinant of technology acceptance and usage behavior (Krishandini, 2022). Similar findings have been reported by (Guo & Xia, 2025; Gurel Cennetkusu, 2026), who found that AI-powered applications provide valuable learning support by offering instant explanations, personalized recommendations, and adaptive learning experiences. Therefore, the findings suggest that AI can function as an effective supplementary learning resource for junior high school students studying English.

The results also demonstrated that students perceived AI technologies as easy to use. The high score for perceived ease of use indicates that students experienced little difficulty when

interacting with AI applications. This finding aligns with previous research showing that user-friendly interfaces and immediate accessibility significantly influence learners' acceptance of educational technologies (Dahlstrom, 2022). From the perspective of language learning, the ease of accessing AI-generated explanations, translations, and writing assistance may reduce learning barriers and encourage students to engage more actively in English learning activities. Consequently, AI technologies appear to offer practical solutions that accommodate students' learning needs in digital learning environments.

Another important finding concerns learning engagement and learning effectiveness. Students reported that AI-assisted learning increased their interest and participation in English learning activities while also supporting the development of language skills. This result corroborates previous studies demonstrating that AI-enhanced learning environments can foster student engagement through interactive and personalized learning experiences (Liu, 2026). The ability of AI applications to provide immediate responses and individualized feedback may create a more engaging learning atmosphere, encouraging students to practice English more frequently. Furthermore, students perceived that AI contributed positively to vocabulary acquisition, reading comprehension, and writing performance, highlighting the potential pedagogical value of AI in language learning contexts.

The highest mean score was found in the dimension of future intention to use AI, indicating that students were highly willing to continue utilizing AI technologies in their English learning activities. This finding suggests that students not only appreciate the current benefits of AI but also recognize its potential role in supporting future learning. According to the Unified Theory of Acceptance and Use of Technology (UTAUT), positive experiences with technology often lead to stronger behavioral intentions for future use. Similar trends have been identified in recent studies, where learners expressed strong interest in incorporating AI tools into their educational practices due to their convenience, flexibility, and effectiveness (Yuarti & Pujiharti, 2025). Therefore, the strong intention to use AI identified in this study reflects students' readiness to embrace emerging technologies in educational settings.

Despite these positive findings, the integration of AI into English language learning should be approached with careful consideration. While AI offers numerous educational benefits, excessive dependence on AI-generated responses may reduce opportunities for critical thinking, problem-solving, and independent learning. Previous studies have warned that learners may become overly reliant on AI tools if appropriate pedagogical guidance is not provided (Yawson & Yamoah, 2020). Therefore, English teachers should position AI as a supportive learning tool rather than a replacement for human instruction. By combining AI-assisted learning with effective pedagogical practices, educators can maximize the benefits of AI while minimizing potential risks associated with its use.

The findings of this study contribute to the growing body of literature on AI-assisted language learning, particularly within the context of junior high school education. Unlike many previous studies that focused primarily on university students, this research provides empirical evidence regarding younger learners' perceptions of AI in English language learning. The results indicate that junior high school students are receptive to the integration of AI technologies and perceive them as useful, accessible, engaging, and beneficial for language learning. Consequently, educational stakeholders, including teachers, curriculum developers, and policymakers, should consider developing appropriate strategies for integrating AI into English language education to support students' learning needs in the digital era.

IV. CONCLUSION

This study explored junior high school students' perceptions of Artificial Intelligence (AI)-assisted English language learning. The findings revealed that students generally held positive perceptions toward the use of AI in learning English. All investigated dimensions, including perceived usefulness, perceived ease of use, learning engagement, learning effectiveness, and future intention to use AI, were categorized at high or very high levels. These results indicate that students view AI as a valuable educational technology that can support their English language learning experiences.

The study further found that AI-assisted learning was perceived as beneficial in facilitating understanding of learning materials, improving language skills, and increasing students' engagement in English learning activities. Students also reported that AI tools were easy to access and operate, which contributed to their positive learning experiences. Moreover, the strong intention to continue using AI in the future suggests that students are increasingly receptive to the integration of emerging technologies in educational settings.

Based on these findings, it can be concluded that AI has considerable potential to enhance English language learning at the junior high school level. Therefore, English teachers and educational institutions should consider integrating AI-assisted learning tools into classroom practices while ensuring appropriate guidance to promote critical thinking and responsible technology use. Future studies are recommended to investigate the impact of AI-assisted learning on specific English language skills and to involve larger and more diverse samples to provide broader insights into the implementation of AI in language education.

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