

**ENGLISH TEACHERS' EXPERIENCES AND CHALLENGES IN
INTEGRATING GENERATIVE AI AT SMPN 3 REJANG
LEBONG: A QUALITATIVE EXPLORATION**

THESIS

**This thesis is submitted to fulfill the requirement for 'Sarjana'
degree in English Language Education**



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Assalamualaikum Warhmatullahi Wabarakatuh

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi saudari Reza Rukmana Putri mahasiswa Program Studi Tadris bahasa inggris IAIN Curup yang berjudul: English Teachers' Experiences and Challenges in Integrating Generative AI at SMPN 3 Rejang Lebong: A Qualitative Exploration sudah dapat diajukan dalam munaqasyah Skripsi Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

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PREFACE

All praise and gratitude are due to Allah SWT for His grace and blessings upon the writer, making it possible to complete this thesis entitled “English Teachers' Experiences and Challenges in Integrating Generative AI at SMPN 3 Rejang Lebong: A Qualitative Exploration.” Peace and salutations be upon the Prophet Muhammad SAW, his family, and his companions.

This thesis is submitted in partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in the English Tadris Study Program, Faculty of Tarbiyah, State Islamic Institute of Curup (IAIN Curup). The writer fully acknowledges that the completion of this thesis would not have been possible without the guidance, support, and encouragement of many parties. Therefore, the writer would like to express her deepest gratitude to the thesis supervisors for their invaluable guidance and constructive feedback; to the English teachers of SMPN 3 Rejang Lebong who willingly participated in this study and generously shared their experiences; and to her beloved parents and family for their endless prayers, love, and moral support throughout this journey.

The writer is fully aware that this thesis is far from perfect. Therefore, constructive criticism and suggestions are greatly welcomed for future improvement. It is sincerely hoped that this thesis may contribute meaningfully to the development of knowledge, particularly in the field of English Language Teaching and the integration of Artificial Intelligence in education.

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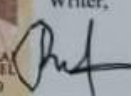
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State the thesis under the title **“ENGLISH TEACHERS’ EXPERIENCES AND CHALLENGES IN INTEGRATING GENERATIVE AI AT SMPN 3 REJANG LEBONG: A QUALITATIVE EXPLORATION”**, is original and has never been submitted for a degree at IAIN Curup or at any other university.

This statement is made truthfully. If any violation or plagiarism is found in the future, I am fully prepared to accept any academic sanctions or legal consequences in accordance with the applicable regulations of IAIN Curup.

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MOTTO AND DEDICATION

"Do what you can, with what you have, where you are."

This thesis would never have been accomplished without the grace of Allah SWT and the support of so many hands that guided and carried this journey. With deep gratitude and a heart full of love, the researcher says "*Alhamdulillahirobbil'alamin*" and humbly dedicates this work to:

1. My beloved parents, my mother, Gustin Elyani, and my father, Ponimin, thank you for your endless love, sacrifices, and prayers that guided me through every step of this journey. I love you both, deeply and endlessly.
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In the name of Allah, the beneficent, the merciful, praise is to Allah, lord of universe. By the mercy, blessing and help of Allah only, she could possibly accomplish the writing of this humble thesis. May pray and peace is upon him the last prophet Muhammad, his family, companions and his followers.

Alhamdulillah, the researcher had finished this thesis entitled **“English Teachers' Experiences and Challenges in Integrating Generative AI at SMPN 3 Rejang Lebong: A Qualitative Exploration”**. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. There are many people who helped me in many ways, because of that, I greatly debted to:

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The researcher realized this thesis still needs suggestions in order to make this thesis is more valuable.

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ABSTRACT

REZA RUKMANA PUTRI, NIM 20551054. “English Teachers' Experiences and Challenges in Integrating Generative AI at SMPN 3 Rejang Lebong: A Qualitative Exploration”

The rapid advancement of Artificial Intelligence (AI) technology requires English language teachers to continuously adapt to digital instructional innovations. This study aimed to explore English teachers' experiences and challenges in integrating Generative AI in English Language Teaching (ELT) at SMPN 3 Rejang Lebong. A qualitative descriptive research design was employed, involving three English teachers selected through purposive sampling. Data were collected via semi-structured interviews and document analysis, and analyzed using Miles, Huberman, and Saldana's interactive model grounded in Davis's Technology Acceptance Model (TAM) and Ertmer's barrier framework. The findings reveal that teachers held positive perceptions regarding the usefulness and ease of use of AI, noting time efficiency in lesson preparation, enhanced written feedback, and increased student classroom engagement. Main implementation challenges included first-order external barriers namely limited classroom technology infrastructure and a lack of formal professional training as well as second-order internal barriers, such as concerns over student overdependence and academic integrity. The study concludes that while AI tools significantly support instructional efficiency and language exposure, successful integration depends on upgrading school infrastructure, providing targeted teacher training, and establishing clear pedagogical guidelines to prevent student overreliance.

Keywords: *Artificial Intelligence, English Language Teaching, implementation barriers, teacher experiences, Technology Acceptance Model*

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CHAPTER I

INTRODUCTION

A. Background of the Study

The rapid development of digital technology in the 21st century has fundamentally transformed the landscape of education. Technological innovation has reshaped not only how information is accessed but also how knowledge is constructed, shared, and evaluated. Traditional teacher-centered instruction is gradually shifting toward more learner centered, technology enhanced models that emphasize flexibility, accessibility, and interactivity. Educational institutions are therefore expected to adapt continuously to technological advancements in order to remain relevant and responsive to global changes.

One of the most significant technological breakthroughs in recent years is Artificial Intelligence (AI). Artificial Intelligence refers to computer systems that are capable of performing tasks typically associated with human intelligence, such as learning from experience, recognizing patterns, understanding natural language, making decisions, and solving complex problems.¹ Unlike conventional software, AI systems can analyze large datasets, improve their performance over time, and provide adaptive responses based on user interaction. These characteristics make AI particularly promising in the field of education.

¹Stuart Russell and Peter Norvig, *Artificial Intelligence: A Modern Approach*, 3rd ed. (Upper Saddle River: Prentice Hall, 2010), 1–5.

In educational settings, AI has been increasingly integrated into instructional processes, assessment systems, and administrative management. AI-powered systems are capable of analyzing students' performance data to identify learning gaps, generate personalized learning pathways, and provide immediate feedback.² This personalized approach aligns with contemporary pedagogical trends that emphasize differentiated instruction and student-centered learning. AI has the potential to support teachers by reducing administrative workload, assisting in grading, and providing data-driven insights into student progress.

In English Language Teaching (ELT), AI applications have expanded rapidly. Language learning requires constant exposure, repetition, and corrective feedback, all of which can be supported by AI technologies. Tools such as automated writing evaluation systems, grammar and plagiarism checkers, speech recognition software for pronunciation training, intelligent tutoring systems, and AI-based conversational chatbots have become increasingly accessible.³ These technologies allow learners to practice language skills independently and receive real-time feedback, which is essential for language acquisition and improvement.

²Wayne Holmes, Mark Bialik, and Charles Fadel, *Artificial Intelligence in Education: Promise and Implications for Teaching and Learning* (Boston: Center for Curriculum Redesign, 2019), 12–18.

³Hayo Reinders and Philip Hubbard, “CALL and Artificial Intelligence,” in *The Routledge Handbook of Language Learning and Technology*, ed. Fiona Farr and Liam Murray (London: Routledge, 2016), 220–232.

Moreover, the integration of AI in ELT is consistent with the broader framework of 21st-century skills. Modern education emphasizes critical thinking, creativity, collaboration, communication, and digital literacy.⁴ Teachers are no longer viewed solely as transmitters of knowledge but as facilitators who guide students in navigating digital resources effectively and ethically. The presence of AI tools can enrich classroom interaction, encourage autonomous learning, and promote innovative instructional strategies when used appropriately.

In Indonesia, educational digitalization has been encouraged through various national initiatives aimed at improving educational quality and global competitiveness. Schools are increasingly encouraged to incorporate digital platforms, online learning environments, and technological tools into classroom instruction. However, technological availability alone does not guarantee effective integration. The success of AI implementation largely depends on teachers' readiness, competence, confidence, and perceptions toward the technology.

Perception is a crucial determinant in technology adoption. According to Davis's Technology Acceptance Model (TAM), individuals' willingness to use technology is influenced by two primary factors: perceived usefulness, which refers to the degree to which a person believes that using a particular system improves job performance, and perceived ease of use, which refers to the degree

⁴Bernie Trilling and Charles Fadel, *21st Century Skills: Learning for Life in Our Times* (San Francisco: Jossey-Bass, 2009), 5–10.

to which a person believes that using the system is free of effort.⁵ If teachers perceive AI tools as beneficial and user-friendly, they are more likely to integrate them into their teaching practices. Conversely, if they view AI as complicated, unreliable, or potentially threatening to their professional roles, resistance may occur.

Additionally, AI integration raises ethical and pedagogical concerns. Issues such as academic dishonesty, overdependence on AI-generated content, data privacy, algorithmic bias, and the potential reduction of meaningful human interaction are frequently debated in educational discourse.⁶ Teachers may question whether AI promotes genuine learning or merely offers shortcuts that weaken students' analytical and communicative abilities.

Teachers are central agents in educational change. Their beliefs, attitudes, and instructional decisions directly shape classroom practices and influence students' learning experiences.⁷ Even advanced technological systems cannot function effectively without teachers' pedagogical integration. Therefore, exploring teachers' perceptions of AI tools in ELT is essential to understanding both the opportunities and challenges associated with AI adoption.

At SMPN 3 Rejang Lebong, technology integration in English instruction has begun to emerge in classroom practices. A preliminary observation

⁵Fred D. Davis, "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology," *MIS Quarterly* 13, no. 3 (1989): 319–320.

⁶UNESCO, *Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development* (Paris: UNESCO, 2019), 24–30.

⁷Peggy A. Ertmer, "Teacher Pedagogical Beliefs: The Final Frontier in Our Quest for Technology Integration?" *Educational Technology Research and Development* 53, no. 4 (2005): 25–26.

conducted prior to this study revealed that English teachers at the school have been independently exploring AI tools such as Canva AI, Gemini AI, and Grammarly primarily for lesson material preparation and written feedback. However, informal conversations with the teachers indicated that their exploration of tools such as Canva AI, Gemini AI, and Grammarly has largely relied on self-directed strategies such as watching YouTube tutorials and observing colleagues, that their challenges in using these tools include difficulties such as formulating effective prompts and coping with unstable school internet connectivity, and that their overall use of these tools remains unsystematic and has not been guided by any formal institutional policy or professional development program. Furthermore, no empirical research has previously investigated how these teachers perceive and experience AI tools within the specific instructional context of this school. There is therefore a need to explore how teachers perceive AI in terms of its usefulness, practicality, pedagogical benefits, and implementation challenges. Understanding these perceptions will provide valuable insight into teachers' readiness and the potential effectiveness of AI integration in English Language Teaching at this institution.

Based on these considerations, this study aims to explore English teachers' experiences and challenges in integrating Generative AI at SMPN 3 Rejang Lebong, with a focus on perceived usefulness, ease of use, instructional benefits, and challenges encountered in classroom implementation.

B. Identification of the Problem

Based on the background described above, several interrelated problems can be identified:

- a) The rapid development of Artificial Intelligence technology requires English teachers to continuously adapt to evolving digital tools and instructional innovations.
- b) There may be a gap between the availability of AI tools and teachers' understanding of how to integrate them effectively in ELT contexts.
- c) English teachers may hold differing perceptions regarding the usefulness, practicality, and reliability of AI tools in supporting language instruction.
- d) Some teachers may experience anxiety or uncertainty regarding the ethical implications of AI, including issues related to academic integrity and student overdependence.
- e) Limited professional development and training opportunities may hinder teachers' confidence and competence in integrating AI tools effectively.
- f) There is insufficient empirical research specifically examining teachers' perceptions of AI tools in ELT at SMPN 3 Rejang Lebong.

These identified problems highlight the need for systematic investigation to understand teachers' attitudes, beliefs, and experiences regarding AI integration in English Language Teaching.

C. Limitation of the Problem

To maintain clarity and focus, this study is limited to the following aspects:

- a) The study focuses exclusively on English teachers' perceptions of AI tools in English Language Teaching, covering perceived usefulness, perceived ease of use, instructional benefits, and implementation challenges.
- b) The participants are limited to English teachers at SMPN 3 Rejang Lebong who have experience using or being exposed to AI tools in their teaching.
- c) The analytical framework is grounded in the Technology Acceptance Model (TAM) proposed by Davis.
- d) The study does not evaluate the direct effects of AI tools on students' academic achievement or language proficiency.
- e) Students' perceptions, administrative policy perspectives, and technical evaluations of specific AI platforms are beyond the scope of this research.

D. Research Questions

Based on the limitations outlined above, this study addresses the following research questions:

1. How do English teachers experience the integration of Generative AI tools in English Language Teaching at SMPN 3 Rejang Lebong in terms of their usefulness and ease of use in practice?
2. What instructional benefits and challenges do English teachers experience when implementing Generative AI tools in their classroom practices?

E. Objectives of the Study

In line with the research questions stated above, the objectives of this study are:

1. To explore how English teachers experience the integration of Generative AI tools in English Language Teaching at SMPN 3 Rejang Lebong in terms of their practical usefulness and ease of use.
2. To identify the instructional benefits and challenges experienced by English teachers in implementing Generative AI tools in their classroom practices.

F. Significance of the Study

This study is expected to provide both theoretical and practical contributions to the field of English Language Teaching and educational technology.

1. Theoretical Significance

This study contributes to the theoretical discourse on technology integration in education, particularly within the framework of the Technology Acceptance Model (TAM) and teacher belief theory. By examining English teachers' perceptions of AI tools in a specific junior secondary school context, this research provides empirical data that enriches scholarly discussions on the relationship between perception, acceptance, and instructional innovation in English Language Teaching.

1. Practical Significance

a) For English Teachers

The findings may encourage teachers to reflect critically on their own readiness, confidence, and strategies in integrating AI tools effectively, helping them make more informed decisions about AI use in their classrooms.

b) For School Institutions

The results may assist school administrators in designing targeted professional development programs, workshops, and policy frameworks that support responsible and effective AI integration in English instruction.

c) For Policymakers

The study may provide evidence-based insights that inform educational policy related to digital transformation and AI adoption in secondary schools, particularly in regions where AI literacy and infrastructure remain developing.

d) For Future Researchers

This research may serve as a methodological and empirical reference for subsequent studies examining AI integration in different subjects, educational levels, or geographical contexts.

G. Definition of Key Terms

To ensure clarity and consistency, the following key terms are defined as they are used in this study:

1. Artificial Intelligence (AI)

Artificial Intelligence refers to computer systems designed to perform tasks that normally require human intelligence, such as learning from experience, recognizing patterns, understanding natural language, and making decisions.⁸ In this study, AI refers broadly to digital tools and applications that utilize AI capabilities in English language teaching contexts.

⁸Russell and Norvig, Artificial Intelligence, 1.

H. Generative Artificial Intelligence (Generative AI)

Generative AI refers to a specific subset of AI systems, typically built on large language models, that are capable of producing new content such as text, images, or lesson materials in response to user prompts, as distinct from earlier discriminative or rule-based AI tools that only classify, score, or retrieve existing information. In this study, the term is used specifically to refer to tools such as Canva AI and Gemini AI, which generate original instructional content; tools with narrower, non-generative functions that participants also mentioned (e.g., Grammarly's grammar-checking feature and Duolingo's adaptive practice exercises) are discussed as related AI-enabled tools rather than as Generative AI proper.

2. Teachers' Perceptions

Perception refers to the cognitive process through which individuals interpret and make sense of information derived from their experiences and environment.⁹ In this study, teachers' perceptions specifically refer to their subjective evaluations of AI tools in relation to English Language Teaching, encompassing views on usefulness, ease of use, instructional benefits, and practical challenges.

⁹Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior*, 15th ed. (Boston: Pearson, 2013), 166.

3. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), developed by Fred Davis, explains individuals' acceptance and adoption of technology based on two primary constructs: perceived usefulness and perceived ease of use.¹⁰ In this study, TAM serves as the primary analytical lens for examining teachers' perceptions of AI tools.

4. English Language Teaching (ELT)

English Language Teaching refers to the professional practice of teaching English to learners whose first language is not English, encompassing instructional activities, strategies, materials, and assessments used to develop students' English language skills within the formal school curriculum.

H. Organization of the Research

This research is organized into five chapters. Chapter I presents the introduction. Chapter II discusses the theoretical frameworks, relevant previous studies, and conceptual framework. Chapter III explains the research methodology. Chapter IV presents the findings and discussion. Chapter V provides conclusions and recommendations.

¹⁰Davis, "Perceived Usefulness, Perceived Ease of Use," 319–340.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Concept of Artificial Intelligence (AI)

Artificial Intelligence (AI) is broadly defined as the capability of computer systems to perform tasks that normally require human intelligence. These tasks include reasoning, learning from experience, recognizing patterns, understanding natural language, making decisions, and solving problems.¹¹ According to Russell and Norvig, AI involves the design of intelligent agents systems that perceive their environment through sensors and act upon that environment through actuators in order to achieve specific goals.¹²

The development of AI is closely related to advances in machine learning, neural networks, and deep learning. Machine learning enables systems to learn from data without being explicitly programmed for every task, while deep learning uses multi-layered neural networks to analyze large datasets and detect complex patterns.¹³

In educational contexts, AI can track students' learning progress, identify misconceptions, and provide adaptive feedback tailored to individual

¹¹Russell and Norvig, *Artificial Intelligence*, 1.

¹²*Ibid.*, 4–5.

¹³Ian Goodfellow, Yoshua Bengio, and Aaron Courville, *Deep Learning* (Cambridge: MIT Press, 2016), 1–4.

needs.¹⁴ However, UNESCO emphasizes that AI implementation in education should adhere to human-centered principles, ensuring inclusivity, transparency, ethical responsibility, and pedagogical relevance.¹⁵ AI should enhance not replace the role of teachers in the learning process.

2. Artificial Intelligence in Education

The application of AI in education has expanded significantly. AI technologies in education generally fall into several categories: Intelligent Tutoring Systems (ITS), Automated Assessment Systems, Adaptive Learning Platforms, and Chatbots and Conversational Agents.

Holmes, Bialik, and Fadel argue that AI in education can enhance personalization, optimize learning analytics, and support data-driven instructional decision-making.¹⁶ Despite these advantages, challenges accompany AI adoption, including limited technological infrastructure, insufficient teacher training, data privacy risks, and ethical concerns.¹⁷

3. Artificial Intelligence in English Language Teaching (ELT)

Artificial Intelligence has demonstrated considerable potential in supporting English Language Teaching. According to Reinders and Hubbard,

¹⁴Holmes, Bialik, and Fadel, *Artificial Intelligence in Education*, 15.

¹⁵UNESCO, *Artificial Intelligence in Education*, 7–12.

¹⁶Holmes, Bialik, and Fadel, *Artificial Intelligence in Education*, 18–22.

¹⁷UNESCO, *Artificial Intelligence in Education*, 24–30.

technology-enhanced language learning can foster learner autonomy and extend learning opportunities beyond classroom boundaries.¹⁸

AI tools such as automated writing evaluation systems provide immediate feedback on grammar, vocabulary, coherence, and style. Speech recognition software allows learners to practice pronunciation and receive feedback on fluency and accuracy. Chapelle emphasizes that technology integration in language teaching must align with language acquisition theories and pedagogical objectives; technology should serve instructional goals rather than dictate them.¹⁹

4. Teachers' Perceptions and Beliefs

Perception refers to an individual's interpretation of experiences and information through cognitive processes.²⁰ In educational contexts, teachers' perceptions significantly influence instructional decisions, classroom practices, and technology adoption. Ertmer identifies two types of barriers to technology integration: first-order barriers, which are external constraints such as lack of resources and insufficient training; and second-order barriers, which are internal factors rooted in teachers' pedagogical beliefs, attitudes, and resistance to change.²¹

¹⁸Reinders and Hubbard, "CALL and Artificial Intelligence," 222.

¹⁹Carol A. Chapelle, *Computer Applications in Second Language Acquisition* (Cambridge: Cambridge University Press, 2001), 45.

²⁰Robbins and Judge, *Organizational Behavior*, 166.

²¹Peggy A. Ertmer, "Addressing First- and Second-Order Barriers to Change," *Educational Technology Research and Development* 47, no. 4 (1999): 51–55.

5. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), developed by Fred Davis, is one of the most influential theoretical frameworks explaining technology adoption.²² TAM proposes that two primary factors determine users' acceptance of technology:

- a) Perceived Usefulness (PU) the degree to which a person believes that using a particular system enhances job performance.
- b) Perceived Ease of Use (PEOU) the degree to which a person believes that using a system is free of effort.

These two constructs influence users' attitudes toward technology, which subsequently shape behavioral intentions and actual usage behavior.²³ In the context of this research, TAM provides a theoretical lens for analyzing English teachers' acceptance of AI tools. If teachers perceive AI as beneficial and manageable in practice, their willingness to integrate it increases. Conversely, low perceived usefulness or high perceived difficulty may reduce adoption.

6. Conceptual Framework

Based on the theoretical frameworks discussed above, this study conceptualizes teachers' perceptions of AI tools in ELT as encompassing two

²²Davis, "Perceived Usefulness, Perceived Ease of Use," 320.

²³Ibid., 319–340.

interrelated dimensions derived from TAM (Davis, 1989) and the barrier framework proposed by Ertmer (1999).

The first dimension, addressed by Research Question 1, concerns teachers' perceived usefulness and perceived ease of use of AI tools. Together, these two TAM constructs determine teachers' overall attitude toward adopting AI in ELT. The second dimension, addressed by Research Question 2, concerns the instructional benefits and implementation challenges that teachers perceive. Benefits include personalization of instruction, authentic language input, learner autonomy support, and student engagement. Challenges are categorized as first-order (external) barriers such as infrastructure limitations and insufficient training, and second-order (internal) barriers such as pedagogical beliefs and ethical concerns.

These two dimensions are mutually informing: teachers who perceive high usefulness and ease of use are more likely to identify benefits and find manageable solutions to challenges, while those with negative perceptions are more likely to amplify barriers.

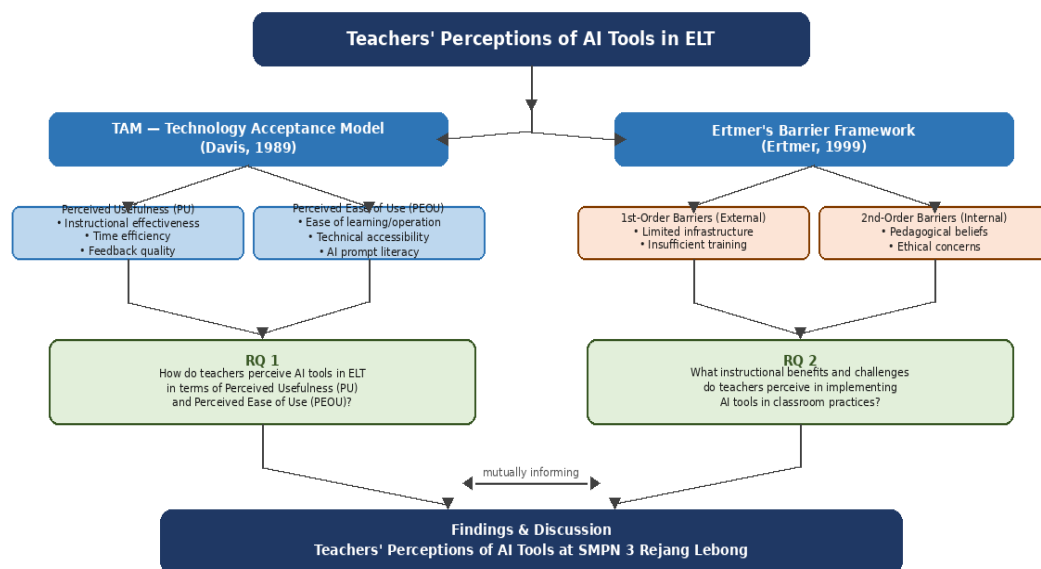


Figure 1. Conceptual Framework of the Study
(Adapted from Davis, 1989; Ertmer, 1999)

Gambar 2.1 Kerangka Berpikir

B. Relevant Studies

Holmes, Bialik, and Fadel conducted one of the most comprehensive analyses of AI in educational contexts, arguing that AI holds strong potential to transform teaching and learning by enabling personalized learning pathways, automated assessment systems, and data-informed instructional decision-making.²⁴ They also warn that successful AI implementation requires strong institutional policies, ethical guidelines, and sustained professional development.

²⁴Holmes, Bialik, and Fadel, *Artificial Intelligence in Education*, 12–18.

Reinders and Hubbard examined the integration of technology in language education, indicating that digital technologies significantly enhance learner autonomy, motivation, and engagement when pedagogically guided.²⁵ They argue that technology alone does not guarantee improved outcomes; rather, teachers play a central mediating role in shaping meaningful learning experiences.

Ertmer's research on teachers' pedagogical beliefs remains foundational for understanding technology adoption.²⁶ By distinguishing between first-order and second-order barriers, Ertmer reveals that even when technological resources are available, teachers may hesitate to integrate them if their pedagogical beliefs do not align with innovative approaches.

Wilson and Roscoe conducted research on automated writing evaluation (AWE) systems and found that AI-powered feedback tools improve grammatical accuracy and revision efficiency among EFL students.²⁷ Students benefited from immediate corrective feedback, while scholars caution that overdependence on AI-generated suggestions may reduce students' critical thinking skills.

²⁵Hayo Reinders and Philip Hubbard, "CALL and Autonomy: Affordances and Constraints," *Language Learning & Technology* 17, no. 3 (2013): 1–5.

²⁶Ertmer, "Teacher Pedagogical Beliefs," 26–32.

²⁷Joshua Wilson and Rod D. Roscoe, "Automated Writing Evaluation and Feedback: Multiple Metrics of Efficacy," *Journal of Educational Computing Research* 58, no. 1 (2020): 87–125, <https://doi.org/10.1177/0735633119830764>.

Mollick and Mollick explored how AI tools can help instructors quickly implement evidence-based teaching strategies including generating worked examples, formulating low-stakes quizzes, and producing adaptive explanations that are valuable but traditionally time-intensive to prepare.²⁸ The study also highlights ethical concerns including plagiarism, misinformation, and reduced academic integrity as primary issues shaping teachers' attitudes toward AI adoption.

Chounta, Bardone, Raudsep, and Pedaste investigated teachers' perceptions of AI as a tool to support teaching practice in K-12 education and found mixed results.²⁹ While teachers generally perceived AI as a meaningful opportunity for education and appreciated its potential to enhance teaching quality, they reported limited practical knowledge of AI and identified persistent challenges including insufficient training, data privacy concerns, limited digital literacy, and lack of institutional support findings that resonate directly with the Indonesian secondary school context explored in the present study.

Despite the growing body of research, several gaps remain. First, many studies focus on higher education or technologically advanced contexts rather

²⁸Ethan R. Mollick and Lilach Mollick, "Using AI to Implement Effective Teaching Strategies in Classrooms: Five Strategies, Including Prompts," Wharton School Research Paper (SSRN, March 17, 2023), <https://doi.org/10.2139/ssrn.4391243>.

²⁹Irene-Angelica Chounta, Emanuele Bardone, Aet Raudsep, and Margus Pedaste, "Exploring Teachers' Perceptions of Artificial Intelligence as a Tool to Support Their Practice in Estonian K-12 Education," *International Journal of Artificial Intelligence in Education* 32, no. 3 (2022): 725–755, <https://doi.org/10.1007/s40593-021-00243-5>.

than junior secondary schools in developing regions. Second, much of the existing research employs quantitative survey methods, which may not capture nuanced, context-specific experiences. Third, limited studies specifically explore AI integration within localized Indonesian school environments, particularly in rural or semi urban districts. Fourth, previous research often discusses educational technology broadly without focusing specifically on English Language Teaching. The present study addresses these gaps by employing a qualitative descriptive approach to examine English teachers' lived experiences and perceptions in the specific institutional context of SMPN 3 Rejang Lebong.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a qualitative descriptive research design. Qualitative research is a research method used to explore and understand the meaning individuals or groups ascribe to a social or human problem, emphasizing description of phenomena as they naturally occur rather than measurement or hypothesis testing.³⁰ The descriptive qualitative design is chosen because the purpose of this research is to describe, interpret, and analyze English teachers' perceptions regarding the use of Artificial Intelligence (AI) tools in English Language Teaching without manipulating variables.

This design is appropriate for several reasons. First, the research questions focus on teachers' subjective perceptions and beliefs, which cannot be adequately captured through numerical data. Second, the study seeks depth of understanding rather than statistical generalization. Third, teachers' experiences with AI tools are context-dependent phenomena that require rich, descriptive exploration.³¹

³⁰John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Thousand Oaks: Sage Publications, 2014), 4.

³¹*Ibid.*, 185–186.

B. Research Location

This research is conducted at SMPN 3 Rejang Lebong, located in Rejang Lebong Regency, Bengkulu Province, Indonesia. The school is selected because English is taught as a compulsory subject there, preliminary observation indicates that technology integration has begun to emerge in instructional activities, and the location is accessible to the researcher. All research activities, encompassing preliminary observation, instrument development, data collection, data analysis, and report writing, were successfully carried out during the second semester of the 2025/2026 academic year.

C. Research Subjects

The subjects of this study are English teachers at SMPN 3 Rejang Lebong. Participants are selected using purposive sampling, which involves deliberately selecting individuals who possess specific characteristics relevant to the research objectives.³² The following criteria are applied:

- A. Active English teachers currently teaching at SMPN 3 Rejang Lebong.
- B. Teachers who have experience using, exploring, or being exposed to AI tools in their English teaching practices.
- C. Teachers who are willing to participate in semi-structured interviews and provide authentic reflections on their experiences.

³²Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2017), 54.

In qualitative research, sample size is not determined by statistical calculation but by data saturation the point at which no new significant information emerges from additional data collection.³³ Given the small number of English teachers at SMPN 3 Rejang Lebong, all English teachers who meet the criteria above were invited to participate. Data saturation was reached with three participants, and no further recruitment was necessary.

D. Data Sources

1. Primary Data

Primary data are obtained directly from English teachers through semi-structured interviews. These data include teachers' accounts of their understanding of AI tools, experiences in using AI for instructional purposes, perceived usefulness and ease of use, perceived pedagogical benefits, and challenges or concerns encountered in implementation.

2. Secondary Data

Secondary data are obtained from supporting documents including lesson plans (RPP/Modul Ajar), digital learning materials, and any school policies or documents related to technology integration. Secondary data are used to corroborate and contextualize the interview findings.

³³Greg Guest, Arwen Bunce, and Laura Johnson, "How Many Interviews Are Enough? An Experiment with Data Saturation and Variability," *Field Methods* 18, no. 1 (2006): 59–61.

E. Data Collection Techniques

1. Semi-Structured Interview

The primary method of data collection is semi-structured interviews. Semi-structured interviews allow the researcher to prepare guiding questions derived from the theoretical framework while maintaining flexibility to explore participants' responses in greater depth through follow-up probing questions.³⁴ Individual interviews are conducted with each participating teacher, expected to last approximately 45 to 60 minutes, audio-recorded with participants' informed consent, and conducted primarily in Indonesian to ensure natural expression. Audio recordings are subsequently transcribed verbatim for analysis.

2. Documentation

Documentation is used as a supporting data collection technique to provide concrete evidence of AI integration in teaching practices. The researcher examines relevant documents including lesson plans, digital learning materials, and any school-level technology policies to contextualize interview data and verify consistencies or discrepancies between teachers' stated perceptions and their documented practices.

³⁴Steinar Kvale and Svend Brinkmann, *InterViews: Learning the Craft of Qualitative Research Interviewing*, 2nd ed. (Thousand Oaks: Sage, 2009), 130–135.

F. Research Instruments

In qualitative research, the researcher serves as the primary instrument.³⁵

To support systematic data collection, the following supporting instruments are used:

- a) Interview Guide a blueprint of semi-structured interview questions developed based on TAM and Ertmer's barrier categories, validated through expert review and consultation with the thesis supervisor.
- b) Audio Recording Device used to record interview sessions accurately and ensure data completeness.
- c) Field Notes used to document non-verbal cues, contextual details, and emerging analytical reflections during interviews.
- d) Documentation Checklist used to systematically identify and record relevant documents related to AI use in teaching.

³⁵Creswell, Research Design, 191.

Table 3.1 Interview Blueprint: RQ 1 Teachers' Perceived Usefulness and Ease of Use of AI Tools in ELT

Theory / Source	Indicators	Sub-Indicators	Interview Questions
TAM Perceived Usefulness (Davis, 1989)	Perceived Usefulness	Instructional effectiveness	1. In your opinion, how useful are AI tools in supporting your English teaching activities?
		Time efficiency in lesson preparation	2. Do AI tools help you save time in preparing lessons or teaching materials? Please explain.
		Support for student learning outcomes	3. Do you feel that using AI tools has a positive impact on students' learning outcomes? Why or why not?
		Enhancement of feedback quality	4. How do AI tools help you provide better or more timely feedback to students?
TAM Perceived Ease of Use (Davis, 1989)	Perceived Ease of Use	Ease of learning and operating the tool	5. How easy is it for you to learn and use AI tools for teaching purposes?
		Technical accessibility and reliability	6. Do you encounter technical difficulties when using AI tools? If so, what kind?
		Compatibility with existing teaching practices	7. How well do AI tools integrate with your current teaching methods and curriculum?
		Confidence in using AI tools	8. How confident do you feel when using AI tools in the classroom?

Table 3.2 Interview Blueprint: RQ 2 Instructional Benefits and Challenges in AI**Implementation**

Theory / Source	Indicators	Sub-Indicators	Interview Questions
Instructional Benefits (Holmes et al., 2019; Reinders & Hubbard, 2016)	Pedagogical Benefits	Personalization of instruction	1. In what ways do AI tools help you adapt instruction to students' individual needs?
		Authentic input and language exposure	2. How do AI tools provide students with authentic English language exposure or practice?
		Autonomous learning support	3. Do AI tools encourage students to practice English independently outside the classroom? How?
		Engagement and motivation	4. Have you observed changes in student motivation or engagement when AI tools are used in lessons?
Implementation Challenges (Ertmer, 1999; UNESCO, 2019)	First-Order Barriers (External)	Limited infrastructure and access	5. What technical or infrastructural challenges do you face when using AI tools at school?
		Lack of training and professional support	6. Have you received sufficient training to use AI tools effectively? What additional support would help?
	Second-Order Barriers (Internal)	Pedagogical beliefs and resistance to change	7. Are there personal beliefs or concerns that make you hesitant to use AI tools in teaching?
		Ethical concerns (academic integrity, privacy)	8. What ethical concerns do you have about using AI tools in English classes? How do you address them?
		Uncertainty about students' overdependence	9. Are you concerned that students may become too dependent on AI tools? How do you manage this?
		Overall readiness and future intention	10. Overall, do you plan to continue or increase your use of AI tools in

			English teaching? Why?
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G. Data Analysis Techniques

The data analysis technique used in this research follows Miles, Huberman, and Saldaña's interactive model, which consists of three concurrent and iterative activities: data condensation, data display, and conclusion drawing and verification.³⁶

1. Data Condensation

The researcher reads and re-reads interview transcripts and documentation data, identifies meaningful segments, and assigns codes organized around TAM constructs perceived usefulness and perceived ease of use and Ertmer's barrier categories. Both deductive codes (from the framework) and inductive codes (emerging from participants' responses) are applied. Coding is conducted manually by the researcher using a colour-coded annotation system applied directly to printed and digital transcripts, without the use of qualitative data analysis software such as NVivo or Atlas.ti, in keeping with the small sample size and the researcher's hands-on interpretive approach.

³⁶Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks: Sage Publications, 2014), 12–14.

2. Data Display

Data are organized into thematic tables and narrative descriptions showing how teachers' perceptions cluster around key themes, enabling the researcher to identify relationships between TAM constructs and the specific contextual factors at SMPN 3 Rejang Lebong.

3. Conclusion Drawing and Verification

The researcher draws conclusions based on recurring patterns and themes, then verifies them by returning to the original data to ensure that interpretations are grounded in participants' actual words and experiences.

H. Trustworthiness of the Study

To ensure the quality and credibility of the findings, this study employs four trustworthiness strategies recommended by Lincoln and Guba.³⁷

1. Credibility

Credibility is established through methodological triangulation comparing and cross-checking data obtained from semi-structured interviews and documentation. Additionally, the researcher engages in prolonged engagement with participants to build rapport and ensure authentic responses. Given that all interviews were conducted in Bahasa Indonesia and subsequently translated into English by the researcher, credibility of the

³⁷Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (Beverly Hills: Sage Publications, 1985), 301–315.

translated quotations is further ensured through a two-stage validation process: first, a back-translation check in which key translated excerpts are rendered back into Indonesian by the researcher and compared with the original to verify semantic equivalence; and second, member checking, in which translated summaries and selected verbatim quotations are returned to each participant for confirmation that the English rendering accurately preserves their intended meaning. Any discrepancies identified during this process are resolved through discussion with the participant concerned.

2. Transferability

Transferability is supported through thick description providing sufficiently detailed accounts of the research context, participants' backgrounds, and the school setting at SMPN 3 Rejang Lebong, enabling readers to assess the applicability of the findings to similar ELT contexts.

3. Dependability

Dependability is ensured by maintaining a clear and detailed research audit trail, including documentation of data collection procedures, coding decisions, and analytical steps.

4. Confirmability

Confirmability is achieved through member checking returning interview summaries and preliminary findings to the participating teachers to

verify whether the researcher's interpretations accurately reflect their intended meanings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion derived from the qualitative data gathered through semi-structured interviews with three English teachers at SMPN 3 Rejang Lebong. The data are organized and analyzed following Miles, Huberman, and Saldaña's (2014) interactive model of qualitative data analysis, encompassing the stages of data condensation, data display, and conclusion drawing/verification. The findings are presented systematically to address the two research questions of this study, followed by an interpretive discussion that positions the findings within the theoretical frameworks of Davis's (1989) Technology Acceptance Model (TAM) and Ertmer's Barrier Framework.

The three participants have been assigned pseudonyms Teacher A, Teacher B, and Teacher C to preserve confidentiality while maintaining clarity in the presentation of data. All quotations drawn from the Bahasa Indonesia interviews have been translated into English by the researcher, with careful attention to preserving the original meaning and communicative intent of each participant's utterance.

A. Findings

The findings are organized into two main subsections corresponding to Research Question 1 and Research Question 2, respectively.

1. Teachers' Perceptions of AI Tools in Terms of Perceived Usefulness and Perceived Ease of Use (RQ1)

This subsection presents the teachers' perceptions of AI tools in English Language Teaching along two TAM constructs: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU).

a) Perceived Usefulness

All three participants consistently expressed positive perceptions of the usefulness of AI tools in supporting English Language Teaching. Their responses indicated that AI tools are perceived as valuable assets in enhancing instructional quality, reducing preparation time, facilitating more effective feedback, and improving student comprehension.

In response to questions about the general benefit of AI tools in classroom instruction, Teacher A affirmed their substantial value:

"The benefits are enormous, in my view. They are very helpful. That is why I often recommend certain applications to students so they can be assisted in their learning at home. For instance, I ask them to download Grammarly to check their writing assignments and

identify their errors, and Duolingo for their daily practice." (Teacher A)

Teacher B similarly acknowledged the significant utility of AI tools while also drawing attention to the dual nature of their impact:

"The benefits are undeniable. But, as with a coin, there are two sides a positive and a negative. The positive side is that our work is greatly assisted, but the negative side is that, if we do not exercise control, the students become overly dependent and stop thinking for themselves." (Teacher B)

Teacher C emphasized that AI tools serve as a source of instructional innovation, particularly in alleviating what teachers commonly experience as creative fatigue:

"For supporting the classroom, to be honest, this is very beneficial and very supportive. As teachers, we sometimes hit a wall with ideas, and AI can offer us fresh alternatives so that the class does not become monotonous." (Teacher C)

Regarding time efficiency in lesson preparation, all three participants confirmed that AI tools substantially reduced the time

required to design and produce instructional materials. Teacher A elaborated on her use of AI-integrated design platforms:

"Previously, making learning media could take hours. Now I often use the AI feature in Canva. I just type the desired theme, and a design draft immediately appears. The result is more attractive and interactive, and the students are less likely to get bored." (Teacher A)

Teacher B described her reliance on Gemini AI for generating draft reading texts and exercise questions aligned with junior high school proficiency levels:

"Yes, it saves time enormously. Personally, I most often use Gemini AI. If I need a draft reading text or exercise ideas suited to junior high school students' level, I simply request them there. The process is fast only a few minutes and I only need to edit slightly." (Teacher B)

Teacher C similarly affirmed that AI assistance eliminates the need to construct all materials from scratch, noting that the novelty and attractiveness of AI-generated content benefits student attention in class.

With respect to the impact on student learning outcomes, teachers' perceptions were nuanced. Teacher A observed improvements in classroom comprehension while noting the absence of significant changes in formal assessment scores:

"If you ask about this, I see it this way: in terms of understanding during class, yes, it has a positive effect students grasp the material faster. But as for actual examination results, so far I have not observed any drastic or significant change." (Teacher A)

Teacher B noted that AI's capacity to reformulate formal textbook language into accessible everyday expressions made content more comprehensible for junior high school learners:

"Yes, it has a positive impact. Students find it easier to understand the material, because when using AI the formal theoretical language from textbooks can be re-explained using more casual, everyday language that fits junior high school students' logic." (Teacher B)

Teacher C observed a relationship between the attractiveness of AI-generated materials and students' classroom attentiveness, arguing that engaged students gradually improve their overall comprehension of the subject matter.

In terms of feedback provision, teachers recognized AI as a powerful tool for identifying patterns of student error and generating natural, model sentences. Teacher A described how AI-assisted error analysis enhanced her written corrective feedback:

"It helps greatly when correcting writing tasks. Normally, checking one-by-one for typos or sentence structure takes a long time. With AI, I can quickly identify patterns of student errors, so when I return the assignments, I can immediately provide specific corrective notes." (Teacher A)

Teacher B highlighted AI's utility in generating naturally-sounding alternative sentences, enriching the quality and authenticity of corrective feedback provided to students.

"When students construct sentences that are confused or sound like Indonesian translated directly into English, I use AI to find correct and natural alternative sentences. So the feedback becomes richer with real examples." (Teacher B)

Teacher C added that AI-assisted feedback significantly reduces the time required to identify and communicate errors, allowing students to

receive corrective information on the same day their assignments are submitted.

b) Perceived Ease of Use

With regard to Perceived Ease of Use, participants expressed generally positive assessments, though their experiences varied in terms of initial challenges and ongoing confidence levels.

Teacher A acknowledged a brief initial period of unfamiliarity but found the tools manageable through self-directed learning:

"Actually it is easy. It is just that, being new at first, I initially felt a bit awkward and confused. Fortunately, there are now many tutorials on YouTube, so I just watched the tutorial videos until I understood the steps." (Teacher A)

Teacher B expressed a notably positive and enthusiastic appraisal of AI's usability, attributing it to the inherent design logic of the technology:

"For me, it is very easy and even enjoyable. Because this technology was created specifically to make our work easier. Once you understand the ins and outs of it, the process of administrative work or teaching

preparation becomes much more efficient." (Teacher B)

Teacher C described how peer observation facilitated her initial exploration of AI tools:

"It is very interesting, in my view. At first I had no idea at all, then I saw a colleague at school demonstrating it directly in front of me. When I tried to follow along, it turned out to be interesting and not as complicated as I had imagined." (Teacher C)

Concerning technical difficulties, Teacher A identified unstable internet connectivity as the most recurrent obstacle:

"The most classic technical issue the school's internet signal that is sometimes slow or suddenly cuts out." (Teacher A)

Teacher B identified difficulties with prompt formulation as her primary technical challenge, recognizing that imprecise prompts yield off-target AI responses and that effective prompting is a distinct skill requiring deliberate practice:

"My difficulty is sometimes with formulating the prompts. If the command sentence I input into the AI is

not specific enough, the response often goes off-track or does not match what I need. So I must learn to compose more detailed command phrases." (Teacher B)

Teacher C reported occasional interface confusion and described YouTube tutorials and consultation with the school's computer operator as her primary coping strategies.

On the question of curricular integration, Teacher B highlighted the particularly strong alignment between AI tools and the Merdeka Curriculum's pedagogical emphasis on differentiated instruction:

"Very well-suited for integration, especially now that we are using the Merdeka Curriculum, which demands differentiated learning. AI makes it easier for teachers to prepare flexible variations of teaching materials that meet the demands of this curriculum." (Teacher B)

Regarding confidence in classroom AI use, Teacher A described herself as sufficiently self-assured due to her inclination toward self-directed learning. Teacher B, however, expressed a clear need for more advanced professional training, particularly in AI applications for learning evaluation and assessment. Teacher C, noting her imminent

retirement, expressed a preference for consolidating existing competencies rather than pursuing additional training.

2. Instructional Benefits and Challenges of AI Tools in Classroom Practices (RQ2)

a) Instructional Benefits

The participants identified several substantive pedagogical benefits associated with the use of AI tools in English Language Teaching, organized here into four principal categories.

First, participants recognized AI's capacity to support differentiated instruction. Teacher B provided the clearest illustration of this benefit:

"It is very helpful for creating differentiated materials.

For one and the same topic, I can ask AI to produce two versions of a reading text: a version with more complex vocabulary for high achieving students, and a simpler version for students with lower proficiency."

(Teacher B)

Teacher A described a class-level approach to differentiation, using AI to calibrate materials to the average ability level of each class rather than individual students. Teacher C acknowledged that her current

AI-assisted practice applies uniform materials across all students, citing time constraints as the primary limiting factor.

Second, all three participants identified the provision of authentic language input as a key pedagogical benefit. Teacher A emphasized that AI enables easy access to real-world conversational English used by native speakers, moving beyond the rigid texts of printed textbooks:

"It is very important. Through AI, we can easily find examples of real conversations used by native speakers in their daily lives, so students do not only learn from rigid texts in the textbook." (Teacher A)

Teacher B noted AI's capacity to generate contextually relevant, age-appropriate authentic texts in genres such as descriptive and expository writing. Teacher C emphasized the pedagogical value of AI generated text for developing students' reading and listening skills, noting that the naturally-structured language familiarizes students with how English is used correctly.

Third, all three teachers observed a consistent increase in student motivation and classroom engagement when AI enhanced materials were employed. Teacher A attributed this to the novelty and visual appeal of AI generated content:

"It is very visible the students become more interested in learning. Perhaps because the appearance of the materials or media we bring to class seems new, modern, and visually appealing to them." (Teacher A)

Teacher B described a transformation in classroom atmosphere from passive to actively engaged, while Teacher C contrasted the livelier AI-assisted class environment with the monotony of conventional lecture-based instruction.

Fourth, teachers identified AI as a facilitator of learner autonomy. Teacher C actively encouraged students to use AI for self-directed reading practice at home:

"Yes, I am actually the type who recommends it. For example, I often ask students to find short reading texts on a particular theme using AI as practice reading material at home." (Teacher C)

Teachers A and B, however, expressed reservations about encouraging unsupervised at-home AI use, citing concerns about student dependency and academic dishonesty concerns that are addressed in the following subsection.

b) First-Order (External) Barriers

In accordance with Ertmer's typology, the implementation challenges identified by participants are organized into first-order (external) and second-order (internal) barriers.

The most prominent external barrier concerned the inadequacy of classroom technology infrastructure. All three teachers acknowledged the constraint of limited Smart TV availability, though their severity assessments varied:

"At our school, the basic facilities are already in place.

There are 3 projector units, and one classroom has also been equipped with a Smart TV." (Teacher A)

"Generally it is supportive. The school already has 1 Smart TV unit. But the challenge is that since there is only one unit, its use has to be shared in rotation with teachers from other classes." (Teacher B)

"In my view, the facilities are honestly still insufficient. There is only one digital Smart TV at the school, so if you want to use it, you have to compete or take turns you cannot use it freely whenever you need it." (Teacher C)

Unstable internet connectivity was also identified as a persistent and recurring first-order barrier, particularly by Teacher A, who named it as the most classically frequent technical obstacle to AI tool use in the classroom.

A second significant first-order barrier was the absence of formal professional development specifically focused on AI integration in English Language Teaching. All three participants reported that no targeted training had been provided by the education authority:

"In terms of formal training specifically on the application of AI for English teachers from the education office, so far there has been none on average we find out on our own." (Teacher A)

"It is still insufficient, which is why I still very much need further training. What was provided previously was only an introduction to the surface it has not yet reached the level of in depth practical application." (Teacher B)

"There has never been any specialized training targeting us. Most of us senior teachers learn by asking our younger colleagues." (Teacher C)

c) Second-Order (Internal) Barriers

Beyond infrastructure and training, all three participants articulated a set of deeply held internal concerns that meaningfully shaped their orientation toward AI integration. These second order barriers are rooted in pedagogical beliefs, professional values, and ethical commitments.

The most salient internal barrier was a shared concern about student overdependence on AI tools. All three teachers expressed principled anxiety that unrestricted AI use could undermine students' critical thinking capacity and genuine learning engagement. Their articulated coping strategies reflect sophisticated pedagogical agency:

"I am certainly concerned. Therefore, my strategy in class must be astute. If a student's answer sounds too stiff or is obviously the result of raw copying from AI, I usually call them to explain their answer directly in front of me. From that, I can tell who actually thought it through." (Teacher A)

"My preventive measure is more about providing understanding and advice to students. I emphasize to them: 'You may use AI as a reference, but do not

become so dependent on it that you become too lazy to think." (Teacher B)

"My strategy is simple I design question types that cannot be answered instantly through AI. For example, I give materials or questions that are personal in nature, such as asking and giving opinions. Opinion questions require answers based on each student's personal perspective; AI cannot answer those uniformly." (Teacher C)

The second internal barrier pertained to ethical concerns, particularly the risk of academic dishonesty and plagiarism. All participants acknowledged anxieties about students submitting AI-generated work without genuine engagement:

"The issue of academic integrity or plagiarism is certainly the number one concern. But fortunately, our school already has basic guidelines or rules regarding the limits of technology use by students." (Teacher A)

"Yes, the concern is that students will simply copy-paste their assignments without understanding anything. But fortunately, the curriculum office and the

school already have policy guidelines to control this problem." (Teacher B)

Teacher C added a broader moral dimension to her concerns, expressing hope that technological advancement would not erode students' linguistic politeness or character affirming that student character formation must remain the paramount educational priority.

A third internal barrier involved the professional conviction that AI tools serve only as supplementary instruments and cannot displace the human teacher. Teacher A expressed this view with particular clarity:

"No matter how sophisticated today's technology is whether AI or whatever may come next it remains only a tool. Its position will never be able to fully replace the role of a teacher in the classroom. And one more thing: students' use of technology must continuously be supervised by us." (Teacher A)

Teacher B further proposed that, at the junior high school level, AI use should be deliberately confined to collaborative, guided activities within the classroom rather than being freely permitted as an autonomous tool.

Table 4.1 Summary of Thematic Findings Across Research Questions, TAM Constructs, and Ertmer's Barrier Framework

RQ	Framework Construct	Theme / Sub-theme	Teacher A	Teacher B	Teacher C
RQ 1	Perceived Usefulness (PU)	Instructional effectiveness & material quality	✓ Positive	✓ Positive	✓ Positive
	Perceived Usefulness (PU)	Time efficiency in lesson preparation	✓ (Canva AI)	✓ (Gemini AI)	✓ Confirmed
	Perceived Usefulness (PU)	Quality & specificity of written corrective feedback	✓ Error pattern ID	✓ Natural alternatives	✓ Same-day feedback
	Perceived Usefulness (PU)	Impact on student comprehension & engagement	~ Partial (in-class only)	✓ Accessible language	✓ Attention & novelty
	Perceived Ease of Use (PEOU)	Overall ease of learning & operating AI tools	✓ Self-directed (YouTube)	✓ Very easy & enjoyable	✓ Peer modelling
	Perceived Ease of Use (PEOU)	Technical difficulties encountered	~ Internet instability	~ Prompt formulation	~ Interface confusion
RQ 2	Instructional Benefits	Differentiated instruction support	✓ Confirmed	✓ Merdeka Curriculum	✓ Confirmed
	Instructional Benefits	Authentic language input provision	✓ Native-speaker examples	✓ Natural sentences	✓ Confirmed
	Instructional Benefits	Student motivation & classroom engagement	✓ Confirmed	✓ Confirmed	✓ Novelty effect
	1st-Order Barriers (External)	Limited infrastructure (internet / devices)	□ Unstable internet	□ Confirmed	□ Confirmed
	1st-Order Barriers (External)	Absence of formal professional development	□ Self-taught only	□ Needs advanced training	□ Consolidating skills
	2nd-Order Barriers (Internal)	Student overdependence concern	□ Confirmed	□ Confirmed	□ Confirmed
	2nd-Order Barriers (Internal)	Academic integrity & ethical concerns	□ Confirmed	□ Confirmed	□ Confirmed
	2nd-Order Barriers (Internal)	Teacher as irreplaceable; supervised AI use belief	□ Strong emphasis	□ Guided use only	□ Confirmed

✓ = Positive perception / benefit confirmed ~ = Mixed or partial □ = Challenge or barrier identified

B. Discussion

The following discussion interprets and critically analyzes the findings presented above, situating them within the theoretical frameworks of Davis's TAM and Ertmer's Barrier Framework, and positioning them in dialogue with relevant prior empirical studies.

1. Perceived Usefulness and Perceived Ease of Use

The findings reveal that all three English teachers at SMPN 3 Rejang Lebong hold predominantly positive perceptions of the usefulness of AI tools in ELT. This result aligns with the core predictive logic of Davis's (1989) TAM, which posits that perceived usefulness is a primary determinant of technology adoption. Teachers who believe that a system will enhance their job performance are more likely to adopt and sustain its use. The participants' testimonies describing reduced preparation time, enhanced feedback quality, improved student comprehension, and the generation of varied instructional materials collectively demonstrate that these teachers attribute significant functional value to AI tools.

This finding is consistent with Chounta et al.'s (2022) study on teachers' perceptions of AI in K-12 education, which reported that teachers who perceived AI tools as meaningful opportunities were more likely to engage with them proactively and seek ways to apply them in practice. Mollick and Mollick (2023) similarly argue that AI tools represent a

qualitative shift in how educators design and deliver instruction, particularly in the speed and flexibility of content generation. The present study corroborates this argument within the specific context of Indonesian junior high school ELT, extending its geographical and institutional applicability.

The participants' positive perceptions of ease of use further support the TAM framework. Teachers A, B, and C all described AI tools as learnable and manageable despite initial periods of unfamiliarity. Their adaptive coping strategies YouTube tutorial viewing, peer modeling, and consultation with technical staff suggest the presence of a degree of technological self-efficacy that lowered the effective difficulty threshold over time. This resonates with Reinders and Hubbard's (2013) observation that teacher agency and self-directed learning play critical roles in the successful adoption of technology-enhanced language learning environments.

A finding that both extends and nuances the standard TAM framework is Teacher B's identification of prompt engineering as a non-trivial competency. Whereas the tools themselves may be designed for ease of use, the ability to interact with AI effectively constructing precise, pedagogically targeted prompts constitutes a specific professional technical skill that current training has not addressed. This finding supports Wilson and Roscoe's (2020) argument that effective use of automated feedback tools in language education requires not only technological access but also a developed pedagogical

literacy in interacting with these systems. In the Indonesian ELT context, this represents an important gap in existing professional development provision.

2. Instructional Benefits

The instructional benefits identified by participants broadly correspond to those documented in the scholarly literature on AI in education and ELT. Teacher B's generation of differentiated reading texts at two levels of lexical complexity aligns directly with Holmes et al.'s (2019) characterization of AI's potential to enable personalized and adaptive learning pathways responsive to learner diversity. This is particularly significant within the Merdeka Curriculum context, which explicitly mandates differentiated instruction as a pedagogical imperative.

The teachers' identification of authentic language input as a key benefit is consistent with established theories of language acquisition. Krashen's (1982) Input Hypothesis holds that exposure to comprehensible, authentic target-language input is a fundamental condition for language development. AI tools' capacity to generate contextually appropriate, natural-sounding English texts tailored to adolescent interests and junior high school proficiency levels extends the availability of authentic input far beyond what traditional textbooks can offer, constituting a meaningful pedagogical affordance in resource-constrained ELT environments.

The consistent increase in student motivation and engagement observed by all three teachers corresponds to motivational benefits reported across the literature. Mollick and Mollick (2023) note that AI-generated content, when thoughtfully integrated, can introduce a novelty effect capable of re-energizing classroom participation. The participants' descriptions of more attentive and enthusiastic students when AI-assisted materials were employed support this observation. However, it is important to acknowledge that motivational effects driven by novelty may diminish over sustained use, and that maintaining engagement will require ongoing pedagogical creativity and variation.

3. First-Order (External) Barriers

The external barriers identified in this study reflect infrastructural and institutional constraints characteristic of many regional secondary schools in Indonesia. The limited availability of Smart TV units with a single unit serving multiple classes and recurrent internet instability constitute significant first-order barriers in Ertmer's (1999) framework, directly impeding teachers' ability to use AI tools consistently across all classes. This finding is consistent with Holmes et al. (2019), who identify resource deficiencies including hardware shortages and unreliable connectivity as foundational systemic obstacles to AI integration in education, particularly in developing contexts.

The near-total absence of formal professional development specifically addressing AI integration in ELT constitutes a particularly critical first-order barrier. The participants' accounts of self-directed learning through YouTube tutorials and informal peer mentoring, while reflecting commendable teacher resilience, underscore a significant institutional gap in supporting teachers' AI literacy. This finding extends Chounta et al.'s (2022) discussion of training inadequacy, confirming that in the local Indonesian context, the problem is not merely insufficient training but the effective absence of any structured training program targeting subject-specific AI integration for pedagogical purposes.

4. Second-Order (Internal) Barriers

The second-order barriers identified in this study are, in important respects, more pedagogically complex than the external constraints. All three teachers articulated deep-seated concerns about student overdependence, academic dishonesty, and the potential erosion of genuine learning processes concerns that reflect well-formed pedagogical beliefs rather than technophobia or unfamiliarity with AI.

Ertmer (1999) argues that second-order barriers are more resistant to change than first-order barriers because they are embedded in teachers' professional identities, value systems, and epistemological beliefs about what constitutes authentic learning. The participants' anxiety about students

bypassing genuine cognitive effort reflects a fundamentally humanistic and process-oriented educational philosophy not a reluctance to change but a principled pedagogical commitment to ensuring that technology serves rather than supplants genuine learning.

Importantly, teachers did not respond to this internal tension by avoiding AI altogether. Instead, they developed context-specific, principled pedagogical strategies: Teacher A's practice of orally probing suspiciously AI-generated student responses, Teacher B's explicit emphasis on AI as a reference tool, and Teacher C's deliberate design of open-ended, opinion-based tasks that AI cannot answer uniformly. These strategies align with Wilson and Roscoe's (2020) recommendation that effective technology integration requires teachers to develop meta-pedagogical awareness of both the affordances and limitations of AI in supporting authentic language learning.

The ethical concerns articulated by all three participants particularly regarding academic integrity correspond to broader debates documented in Mollick and Mollick (2023) and Holmes et al. (2019) about maintaining academic honesty in AI-saturated educational environments. While the existence of institutional policy guidelines at SMPN 3 Rejang Lebong is a positive indicator, the adequacy and AI-specificity of these guidelines warrants further review and institutional attention.

Finally, the unanimous affirmation by all three teachers that AI tools are supplementary instruments incapable of replacing the human teacher carries theoretical significance. Consistent with UNESCO's (2019) human centered AI framework and with Reinders and Hubbard's (2013) call for technology to augment rather than replace teacher-learner relationships, the participants position themselves as the irreplaceable pedagogical center of the learning process. This epistemic stance suggests that these teachers approach AI adoption through a framework of critical, conditional acceptance rather than uncritical enthusiasm precisely the disposition that the literature identifies as most likely to result in sustainable, pedagogically effective integration.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study analyzed English teachers' perceptions of the use of Artificial Intelligence (AI) tools in English Language Teaching at SMPN 3 Rejang Lebong. Employing a qualitative descriptive research design, data were gathered through semi-structured interviews with three English teachers and analyzed using Miles, Huberman, and Saldaña's (2014) interactive model. The theoretical frameworks of Davis's (1989) TAM and Ertmer's (1999) Barrier Framework served as the primary analytical lenses. The following conclusions are drawn in direct response to the two research questions.

1. Conclusion for Research Question 1

The findings demonstrate that English teachers at SMPN 3 Rejang Lebong hold predominantly positive perceptions of AI tools in English Language Teaching, as analyzed through both TAM constructs.

In terms of Perceived Usefulness, all three participants affirmed that AI tools are highly beneficial in supporting their instructional practices. Specifically, teachers perceived AI as significantly reducing lesson preparation time, enabling the generation of diverse and visually engaging instructional materials, facilitating more precise and timely written corrective

feedback, and improving student comprehension by making formal textbook language more accessible. Teachers also perceived AI as strongly aligned with the pedagogical demands of the Merdeka Curriculum, particularly its emphasis on differentiated instruction. These positive perceptions of usefulness are consistent with TAM's central prediction that high perceived usefulness is a primary determinant of technology adoption behavior.

In terms of Perceived Ease of Use, teachers generally described AI tools as learnable and manageable despite an initial period of unfamiliarity. Teachers demonstrated adaptive technological self efficacy, drawing on self directed learning resources, peer modeling, and institutional technical support to overcome initial challenges. Internet instability and limited hardware availability were identified as recurrent technical difficulties. Additionally, the ability to formulate effective prompts was recognized as a specific competency that determines the quality of AI-generated output, suggesting that PEOU in the AI context extends beyond basic interface navigation to encompass a distinct and developed form of AI literacy that current professional development programs have not yet addressed.

2. Conclusion for Research Question 2

The study identifies several substantive instructional benefits that teachers perceive in the use of AI tools in their classroom practices. These include the capacity to generate differentiated instructional materials suited to

diverse student proficiency levels, the provision of authentic and contextually appropriate English language input, a consistent increase in student motivation and engagement attributable to the visual novelty of AI enhanced materials, and the facilitation of more targeted and rapid corrective feedback on written tasks. These benefits collectively suggest that AI tools hold considerable potential to enrich English Language Teaching at the junior high school level when employed thoughtfully and critically.

With regard to challenges, the study identifies two categories of barriers corresponding to Ertmer's framework. First-order (external) barriers include the insufficient availability of classroom technology infrastructure particularly a single shared Smart TV unit unreliable internet connectivity, and the near-total absence of formal professional development programs specifically targeting AI integration in ELT. These structural constraints constitute a systemic ceiling on effective AI implementation, irrespective of teachers' positive perceptions and pedagogical willingness.

Second-order (internal) barriers reflect deeply held pedagogical values and ethical commitments. All three participants expressed consistent concern about the risk of student overdependence on AI, threats to academic integrity, and the need to preserve the authenticity of students' cognitive engagement. Rather than representing a reluctance to adopt AI, these concerns reflect principled pedagogical agency. Teachers responded through the development

of thoughtful classroom strategies including oral verification of student responses, explicit guidance on responsible AI use, and the deliberate design of personal opinion-based tasks demonstrating that reflective, critical adoption of AI is both possible and actively occurring in this context.

Taken together, the findings indicate that English teachers at SMPN 3 Rejang Lebong have moved beyond initial unfamiliarity with AI and are engaging with these tools in a critically informed, pedagogically grounded manner. Their perceptions reveal a balanced orientation: one that embraces the functional affordances of AI while maintaining a firm commitment to genuine learning, student character formation, and the irreplaceable centrality of the human teacher.

B. Limitations of the Study

While this study provides meaningful empirical insights into English teachers' perceptions of AI tools in ELT, several limitations must be acknowledged in order to situate the findings accurately and to guide the interpretation of results.

First, the study is limited by its small sample size. Data were collected from only three English teachers at a single institution SMPN 3 Rejang Lebong. Although a sample of three participants is consistent with the purposive, data-saturation logic of qualitative inquiry and is appropriate for an in-depth exploratory study of this kind, it inevitably restricts the breadth of perspectives

captured. Individual differences in teaching experience, technological background, and personal disposition toward innovation may not be fully represented by three voices alone. Researchers intending to build on this work should consider expanding the participant pool to include teachers across multiple schools or educational levels.

Second, the single-school scope of the study constrains the transferability of its findings. SMPN 3 Rejang Lebong is situated in a specific socioeconomic, infrastructural, and institutional context in Rejang Lebong Regency, Bengkulu Province. Factors such as the school's internet infrastructure, the characteristics and career stages of its teaching staff, and the degree of institutional support for technology adoption may differ substantially from those of other junior high schools in Indonesia, particularly schools in more urban or better-resourced settings. Accordingly, the findings of this study are best understood as context-bound and cannot be straightforwardly generalized to other schools, regions, or educational systems.

Third, the study relies exclusively on self-reported data obtained through semi-structured interviews and documentation review. Teachers' perceptions as expressed in interview settings may not fully correspond to their actual classroom behaviors or practices. Social desirability bias the tendency for participants to respond in ways they perceive as favorable or expected may have influenced some responses, particularly regarding sensitive sub-topics such as ethical

concerns and student overdependence. Classroom observation, which was beyond the scope of this study, would have provided a complementary behavioral dimension to the perceptual data gathered.

Fourth, the study captures teachers' perceptions at a single point in time during the 2025/2026 academic year. Given the rapid pace of AI development with new tools, features, and institutional policies emerging continuously the perceptions documented here may shift as teachers gain more experience, receive training, or encounter new AI technologies. Longitudinal follow-up research would be valuable in tracking how these perceptions evolve over time and in response to changing institutional and technological conditions.

Notwithstanding these limitations, the study makes a meaningful contribution to the growing body of literature on AI in ELT in Indonesia. Its findings offer a grounded, context-sensitive account of how teachers at the grassroots level engage with, benefit from, and struggle with AI tools in their daily instructional practice a perspective that is underrepresented in the existing literature, which has tended to focus on higher education or more technologically advanced settings.

C. Suggestions

Based on the findings and conclusions presented above, the following practical, action-oriented suggestions are offered to three distinct stakeholder groups.

1. For English Teachers

First, given the identification of prompt engineering as a key determinant of AI output quality, English teachers are strongly encouraged to invest deliberately in developing their AI prompt literacy. Teachers should practice constructing detailed, pedagogically specific prompts that include grade level, language proficiency level, target skill, and desired text type, as the precision of the prompt directly determines the relevance and usability of AI-generated content for instructional purposes.

Second, teachers are encouraged to formalize and share the classroom management strategies they have independently developed to address student overdependence and academic dishonesty. The oral verification technique employed by Teacher A, Teacher C's use of personal opinion-based tasks that resist AI-generated shortcuts, and Teacher B's explicit classroom guidance on responsible AI use represent valuable pedagogical innovations that could be codified and disseminated among colleagues through subject teacher working group forums (MGMP Bahasa Inggris).

Third, teachers who are already using AI tools effectively are encouraged to mentor colleagues through structured informal peer learning sessions. Given the current absence of formal institutional training, horizontal knowledge transfer among teachers represents the most immediately actionable pathway to expanding AI literacy across the school.

Fourth, teachers should maintain critical awareness of the motivational novelty effect associated with AI enhanced materials and proactively develop strategies to sustain student engagement beyond the initial novelty period. This may include rotating AI tool types, progressively incorporating student agency in AI-assisted tasks, and connecting AI generated content to authentic communicative purposes relevant to students' lives.

2. For School Administrators and Institutions

First, school administrators should prioritize the upgrading and expansion of classroom technological infrastructure as a foundational condition for equitable and effective AI integration. Specifically, the acquisition of additional Smart TV or projector units distributed across classrooms rather than shared school wide would eliminate the scheduling constraint that currently impedes consistent AI-assisted instruction. Simultaneously, investment in stable, high-bandwidth internet connectivity is essential to ensure that AI tools remain functionally accessible during classroom use.

Second, school administrators are strongly encouraged to advocate for and facilitate targeted professional development programs specifically addressing AI integration in English Language Teaching. Collaboration with the District Education Office (Dinas Pendidikan), MGMP networks, or local higher education institutions to design training that moves beyond

introductory awareness to encompass practical, subject-specific, curriculum-aligned AI application would significantly enhance teachers' confidence and competence. Such training should include hands-on prompt engineering practice, exploration of ELT-relevant AI tools, and the development of AI-integrated lesson plans aligned with Merdeka Curriculum competencies.

Third, the school should develop and formalize a comprehensive, AI-specific policy framework governing the ethical and pedagogical use of AI by both teachers and students. This framework should clearly delineate acceptable and unacceptable uses of AI in academic work, establish transparent consequences for AI-facilitated academic dishonesty, and provide students with explicit guidance on responsible AI use. Classroom-level communication of this policy should be an institutional requirement.

Fourth, school administrators should formally recognize teachers' initiative and agency in independently exploring and integrating AI tools. Institutional acknowledgment of innovative AI-integrated pedagogical practices through professional recognition mechanisms or opportunities to present at school-level professional development meetings would reinforce a culture of reflective technological innovation.

3. For Policymakers and Education Authorities

First, the District Education Office (Dinas Pendidikan Kabupaten Rejang Lebong) is strongly encouraged to design and implement a structured,

subject-specific professional development program for English teachers addressing the integration of Artificial Intelligence tools in classroom instruction. The findings of this study demonstrate that all participating teachers have been self directing their AI learning without any formal institutional guidance, relying exclusively on YouTube tutorials and informal peer consultation. A district-level training program that moves beyond general digital literacy to encompass hands-on, curriculum-aligned AI application including prompt engineering practice and the development of AI-integrated lesson plans aligned with Merdeka Curriculum competencies would directly address the most critical first order barrier identified in this research.

Second, the Ministry of Education and Culture (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi) is encouraged to develop a national policy framework specifically governing the ethical and pedagogical use of AI tools in secondary school education. Such a framework should provide clear guidance on acceptable AI use in academic settings, establish mechanisms to support schools in developing AI literacy among both teachers and students, and ensure that technology infrastructure investment particularly stable internet connectivity and adequate classroom devices is prioritized in regional schools where digital divides remain a significant barrier to equitable AI integration. The evidence-based insights generated by this and similar studies conducted in regional Indonesian school contexts

should inform the development of such policies to ensure they reflect the realities of instructional practice at the grassroots level.

4. For Future Researchers

First, future researchers are encouraged to extend the scope of investigation to include students' perspectives on the use of AI tools in English Language Teaching. The present study focused exclusively on teachers' perceptions; triangulating these with student experiences, motivational responses, and learning outcomes would provide a more comprehensive understanding of AI integration's actual pedagogical impact.

Second, future studies should consider employing mixed-methods designs that combine qualitative interview data with quantitative measures such as pre- and post-tests of language proficiency or validated attitude and acceptance scales to assess the actual impact of AI assisted instruction on student learning outcomes beyond teachers' perceptual accounts.

Third, given the critical role of prompt engineering identified in this study, future research could specifically investigate the development and impact of AI prompt literacy training programs for English teachers, examining how improved prompt construction skills influence the quality of AI-generated instructional materials and, ultimately, student language learning quality.

Fourth, future researchers are encouraged to conduct longitudinal studies that track teachers' AI integration practices over an extended period, examining how initial perceptions evolve with sustained use, whether second-order barriers diminish over time, and what institutional conditions are most conducive to deepening and sustainable AI integration in ELT.

Fifth, comparative studies across different regional contexts including urban, suburban, and rural school settings with varying levels of technological infrastructure would provide valuable insight into the role of first order barriers in shaping differential outcomes of AI integration and would allow for the development of context sensitive, evidence-based policy recommendations relevant to Indonesian secondary education.

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A P P E N D I X E S



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BERITA ACARA
SEMINAR PROPOSAL SKRIPSI TADRIS BAHASA INGGRIS
IAIN CURUP

(Diisi oleh mahasiswa setelah seminar proposal)

Mahasiswa			Dosen Pembimbing		
Nama lengkap : REZA RUKMANA YUTRI			Dosen pembimbing 1		
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Angkatan : 2020			NIP/NIDN : 198407232023211009		
Semester : 11			Dosen pembimbing 2		
			Nama : Dr. Hadi Sohermanto, M.Pd		
			NIP/NIDN : 197411131989031003		
Judul Proposal yang diseminarkan:					
An Analysis of Teachers' Perceptions of the use of Artificial Intelligence (AI) Tools in English language Teaching at SMP Negeri 1 Merigi					
Pelaksanaan Seminar					
Waktu			Tempat		Jumlah peserta
Hari	Tanggal	Jam	Ruang	Gedung	Mahasiswa Dosen
Hasil Seminar					
Pertanyaan dan tanggapan yang relevan mengenai isi proposal					
Saran yang relevan dan penting untuk perbaikan proposal					
Tanggal	Tanda tangan				
	Mahasiswa		Pembimbing 1	Pembimbing 2	
				An. K. P. D. T. B. I.	



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Penguji I	: Pr. Hadi Sohermanto, M, Pd
Judul Proposal	: An Analysis of Teachers' Perceptions of the use of Artificial Intelligence (AI) Tools in English language Teaching at SMP Negeri 1 Merigi

No	Komponen	Bobot (B)	Nilai (N)	Mutu (N X B : 10)
1	PENYAJIAN LISAN			
	Kemampuan meyajikan intisari penulisan dengan jelas dan ringkas, serta efektifitas penggunaan alat bantu komunikasi	1	70	
2	SISTEMATIKA PENULISAN			
	a. Keterkaitan/ kesinambungan (terlihat benang merah antar Chapter)	3	70	
	b. Penggunaan tata bahasa yang baik dan benar, cara penulisan daftar pustaka dan kutipan rujukan	1	70	
3	ISI PENULISAN			
	a. Relevansi teori, konsep dan bahan terhadap permasalahan.	1	70	
	b. Ketepatan penggunaan cara pengumpulan data analisis	1	70	
4	TANYA JAWAB			
	Kemampuan menjawab secara sistematis, logis dan jelas	3	70	
NILAI AKHIR				

CATATAN : Range Nilai 10 -100

CURUP,
Penguji 1

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NIM	: 20551054
Hari/Tanggal	: 26 Februari 2026
Penguji II	: Jumatul Hidayah, M.Pd
Judul Proposal	: AN ANALYSIS OF teacher s' Perceptions of the use of Artificial intelligence (AI) Tools in English language Teaching at SMP Negeri 1 Merigi

No	Komponen	Bobot (B)	Nilai (N)	Mutu (N X B : 10)
1	PENYAJIAN LISAN			
	Kemampuan meyajikan intisari penulisan dengan jelas dan ringkas, serta efektifitas penggunaan alat bantu komunikasi	1	70	
2	SISTEMATIKA PENULISAN			
	c. Keterkaitan/ kesinambungan (terlihat benang merah antar Chapter)	3	70	
	d. Penggunaan tata bahasa yang baik dan benar, cara penulisan daftar pustaka dan kutipan rujukan	1	70	
3	ISI PENULISAN			
	c. Relevansi teori, konsep dan bahan terhadap permasalahan.	1	70	
	d. Ketepatan penggunaan cara pengumpulan data analisis	1	70	
4	TANYA JAWAB			
	Kemampuan menjawab secara sistematis, logis dan jelas	3	70	
NILAI AKHIR				

CATATAN : Range Nilai 10 -100

CURUP, 2024
Penguji 2

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Nomor : 233 Tahun 2026

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
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- | | |
|---------------|--|
| Menimbang | : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ; |
| Mengingat | : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : 1. Permohonan Saudara Reza Rukmana Putri tanggal 27 April 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2026 |

MEMUTUSKAN :

Menetapkan

- | | |
|----------------|--|
| Pertama | : 1. Hadi Suhermanto, M.Pd 197411131999031003
2. Jumatul Hidayah, M.Pd 197802242002122002 |
|----------------|--|

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Reza Rukmana Putri**

N I M : **20551054**

JUDUL SKRIPSI : **An Analysis of Teachers' Perceptions of the use of Artificial Intelligence (AI) Tools in English Language Teaching at SMPN 1 Merigi**

- | | |
|---------|--|
| Kedua | : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ; |
| Ketiga | : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ; |
| Keempat | : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ; |
| Kelima | : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ; |
| Keenam | : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ; |
| Ketujuh | : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku. |

Ditetapkan di Curup,
 Pada tanggal 27 April 2026
 Dekan,

 Sutarto

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
 Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 452 /In.34/FT/PP.00.9/05/2026
 Lampiran : Proposal dan Instrumen
 Hal : Permohonan Izin Penelitian

5 Mei 2026

Kepada Yth. Kepala Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu (PTSP)
 Kab. Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Reza Rukmana Putri
 NIM : 22551054
 Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris
 Judul Skripsi : An Analysis of Teachers' Perceptions of the Use of Artificial Intelligence (AI) Tools
 in English Language Teaching at SMPN 3 Rejang Lebong
 Waktu Penelitian : 05 Mei 2026 s.d. 05 Agustus 2026
 Lokasi Penelitian : SMPN 3 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
 Wakil Dekan I

 Dr. Sakut Anshog, S.Pd.I., Hum
 NIP. 198410202006041002

Tombuan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
 Basuki Rahmat No.10 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/ 190 /IP/DPMPTSP/V/2026

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor: 452/In.34/FT/PP.00.9/05/2026 tanggal 05 Mei 2025 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	: Reza Rukmana Putri/ Curup, 4 Juni 2001
NIM	: 20551054
Pekerjaan	: Mahasiswa
Program Studi/Fakultas	: Tadris Bahasa Inggris/ Tarbiyah
Judul Proposal Penelitian	: "An Analysis Of Teachers Perceptions Of the Use Of Artificial Intelligence (AI) Tools in English Language Teaching at SMPN 3 Rejang Lebong"
Lokasi Penelitian	: SMPN 3 Rejang Lebong
Waktu Penelitian	: 06 Mei 2026 s/d 05 Agustus 2026
Penanggung Jawab	: Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut:

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
 Pada Tanggal : 06 Mei 2026



Achmad Faisal Adryan, S.Sos
 Kepala Dinas Penanaman Modal dan
 Pelayanan Terpadu Satu Pintu
 Kabupaten Rejang Lebong
 Plt. Sekretaris,
ACHMAD FAISAL ADRYAN, S.Sos
 NIP. 19811017 200212 1 004

Tembusan:

1. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
2. Kepala SMPN 3 Rejang Lebong
3. Yang Bersangkutan
4. Arsip



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 3 REJANG LEBONG
NSS : 201260203001 - NPSN : 10700633 email : smpn1curup@gmail.com
Alamat : Jalan A. Yanikel, Talang Ulu, ☎ (0732) 21525 Curup Timur



SURAT KETERANGAN IZIN PENELITIAN

Nomor : 421.3/ 522 /LL/SMPN3 RL/CRT/2026

Keputusan Buapti Rejang Lebong Nomor 180.86.I Tahun 2020 Tentang Pelimpahan Kewenangan Penandatanganan Dan Pengelolaan Perizinan No Perizinan Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
Surat dari Wakil Dekan Fakultas Tarbiya IAIN Curup Nomor : 452/In.34/FT/PP.00.9/05/2026 tanggal 05 Mei 2025 Hal Rekomendasi Izi Penelitian.

Rekomendasi tentang Pelaksanaan Penelitian, Kepala SMP Negeri 3 Rejang Lebong menerangkannya :

N a m a/ TTL : **REZA RUKMANA PUTRI/Curup, 4 Juni 2001**

NPM/NIM : 20551054

Alamat : IAIN CURUP

Lokasi : SMPN 3 Rejang Lebong Kab. Rejang Lebong.

Telah selesai pelaksanaan penelitian di SMP Negeri 3 Rejang Lebong, dengan. *"An Anaysis Of Teachers Perceptions Of the Use Of Artuficial Intelligence (AI) TooIs in English Laguage Teaching at SMPN 3 Rejang Lebong"* dari tanggal 06 Mei 2026 s/d 05 Agustus 2026

Demikian Surat Keterangan izin Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 12 Juni 2026
Plt. Kepala Sekolah

MEDIO, M.Pd.Gr
NIP. 19840503 201001 1 019

LAMPIRAN: TRANSKRIP HASIL WAWANCARA

GURU A (Teacher A)

A. IDENTITAS PARTISIPAN

Kode Partisipan	198602142015032002
Mata Pelajaran yang Diampu	Bahasa Inggris
Lama Mengajar	6 Tahun
Tanggal Wawancara	11-05-2026
Waktu Wawancara	09:21
Tempat Wawancara	SMPN 3 Rejang Lebong
Pewawancara	Reza Rukmana Putri

BAGIAN I: PEMBUKA

Tujuan: Membangun rapport dan menggali latar belakang pengalaman partisipan.

Pertanyaan 1:

Boleh Bapak/Ibu ceritakan sedikit tentang pengalaman mengajar Bahasa Inggris selama ini? Sudah berapa lama mengajar, dan di kelas atau jenjang apa saja?

Probing: Apakah ada pengalaman mengajar yang paling berkesan? Mengapa?

Jawaban:

"Kalau pengalaman mengajar di SMP ini ya seru ya, mas/mbak. Macam-macam karakter anak yang dihadapi. Tapi kalau ditanya yang paling berkesan, ada satu momen pas saya minta anak-anak setoran hafalan vocabulary. Nah, yang bikin saya kaget sekaligus bangga, ada beberapa anak yang malah menghafal lebih banyak dari daftar kata yang saya kasih. Padahal saya enggak nyuruh atau menjanjikan nilai tambahan, murni mereka sendiri yang pengen tahu lebih banyak. Itu rasanya senang sekali sebagai guru." (Teacher A)

Pertanyaan 2:

Apakah Bapak/Ibu sudah pernah mendengar atau mengenal alat-alat berbasis kecerdasan buatan (AI) yang bisa digunakan dalam pembelajaran? Contohnya seperti apa yang Bapak/Ibu ketahui?

Probing: Dari mana Bapak/Ibu pertama kali mengetahui alat AI tersebut? Apakah dari rekan sejawat, pelatihan, media sosial, atau lainnya?

Jawaban:

"Kalau mendengar istilah AI jelas pernah ya. Malah awalnya saya tahu sendiri gara-gara iseng mengotak-atik fitur di handphone saya. Di situ kan sekarang banyak aplikasi atau asisten pintar yang basisnya AI. Dari situ saya mikir, 'Oh, ternyata teknologi sekarang sudah secanggih ini toh'." (Teacher A)

BAGIAN II: PERSEPSI KEBERMANFAATAN DAN KEMUDAHAN PENGGUNAAN (RQ 1)

Tujuan: Menggali persepsi guru mengenai sejauh mana alat AI bermanfaat dan mudah digunakan dalam pembelajaran Bahasa Inggris.

II-A. Kebermanfaatan (Perceived Usefulness)

Pertanyaan 3:

Menurut Bapak/Ibu, seberapa besar manfaat alat AI dalam mendukung kegiatan pembelajaran Bahasa Inggris di kelas? Bisa dijelaskan?

Probing: Apakah ada perbedaan yang Bapak/Ibu rasakan dalam proses mengajar sebelum dan sesudah menggunakan atau mengenal alat AI?

Jawaban:

"Besar sekali menurut saya. Sangat membantu. Makanya saya juga sering merekomendasikan aplikasi tertentu ke anak-anak biar mereka terbantu belajarnya di rumah. Contohnya saya suruh mereka download Grammarly buat ngecek kalau ada tugas writing biar tahu salahnya di mana, sama Duolingo juga buat latihan harian mereka." (Teacher A)

Pertanyaan 4:

Apakah alat AI membantu Bapak/Ibu menghemat waktu dalam mempersiapkan materi atau bahan ajar? Bagaimana caranya?

Probing: Contoh konkret apa yang bisa Bapak/Ibu ceritakan terkait penghematan waktu tersebut?

Jawaban:

"Sangat membantu, Dulu kalau bikin media pembelajaran bisa berjam-jam. Sekarang saya sering pakai fitur AI yang ada di Canva. Tinggal ketik tema yang dimau, langsung keluar draf desainnya. Hasilnya jadi lebih menarik, interaktif, dan anak-anak di kelas juga enggak bosan lihatnya." (Teacher A)

Pertanyaan 5:

Apakah Bapak/Ibu merasa penggunaan alat AI berdampak positif terhadap pemahaman atau hasil belajar siswa? Mengapa demikian?

Probing: Indikator apa yang Bapak/Ibu gunakan untuk menilai dampak tersebut terhadap siswa?

Jawaban:

"Nah, kalau ditanya ini, saya melihatnya begini: kalau untuk tingkat pemahaman materi pas di kelas, iya berdampak positif. Anak-anak lebih cepat nangkep. Tapi kalau untuk hasil nilai murni ujian, sejauh ini saya lihat belum ada perubahan drastis yang signifikan ya. Masih standar saja." (Teacher A)

Pertanyaan 6:

Bagaimana alat AI membantu Bapak/Ibu dalam memberikan umpan balik (feedback) yang lebih baik atau lebih cepat kepada siswa?

Probing: Apakah ada jenis umpan balik tertentu yang lebih mudah diberikan dengan bantuan AI dibandingkan secara manual?

Jawaban:

"Membantu banget pas koreksi tugas menulis (writing). Biasanya kalau periksa manual satu-satu kan lama ya nyari salah ketik (typo) atau struktur kalimatnya. Nah, dengan AI saya bisa cepat nemu pola kesalahan siswa, jadi pas balikin kertas tugas, saya bisa langsung kasih catatan koreksi yang spesifik." (Teacher A)

II-B. Kemudahan Penggunaan (Perceived Ease of Use)

Pertanyaan 7:

Seberapa mudah menurut Bapak/Ibu untuk mempelajari dan menggunakan alat AI dalam konteks pembelajaran? Apa yang membuat mudah atau sulit?

Probing: Apakah Bapak/Ibu pernah mencoba sendiri menggunakan alat AI? Bagaimana pengalaman pertama kali mencobanya?

Jawaban:

"Sebenarnya mudah ya. Cuma ya namanya baru pertama kali coba, awalnya saya juga ngerasa agak kagok dan bingung. Tapi untungnya sekarang banyak tutorial di YouTube, jadi saya tontonin aja video tutorialnya sampai paham langkah-langkahnya." (Teacher A)

Pertanyaan 8:

Apakah Bapak/Ibu pernah mengalami kesulitan teknis ketika mencoba menggunakan alat AI? Jika ya, kesulitan seperti apa yang paling sering terjadi?

Probing: Bagaimana cara Bapak/Ibu mengatasi kesulitan teknis tersebut?

Jawaban:

"Kalau kendala teknis paling klasik ya mbak, masalah sinyal internet sekolah yang kadang lemot atau tiba-tiba putus." (Teacher A)

Pertanyaan 9:

Seberapa baik alat AI yang Bapak/Ibu kenal bisa diintegrasikan atau disesuaikan dengan metode dan kurikulum Bahasa Inggris yang sudah berjalan?

Probing: Apakah ada perubahan besar dalam cara mengajar yang harus dilakukan jika menggunakan alat AI?

Jawaban:

"Bisa-bisa saja diintegrasikan, karena posisi AI di sini kan cuma sebagai alat bantu sampingan saja, bukan mau menggantikan peran kita. Perubahan cara mengajar pasti ada, tapi enggak sampai merombak total kebiasaan mengajar saya kok." (Teacher A)

Pertanyaan 10:

Seberapa yakin atau percaya diri Bapak/Ibu dalam menggunakan alat AI di dalam kelas? Apa yang memengaruhi rasa percaya diri tersebut?

Probing: Apakah Bapak/Ibu merasa membutuhkan pelatihan tambahan agar lebih percaya diri menggunakannya?

Jawaban:

"Kalau saya pribadi sih ngerasa cukup percaya diri ya, karena saya tipikal yang suka belajar sendiri secara otodidak. Jadi kalau ditanya butuh pelatihan formal atau enggak, kayaknya saya enggak terlalu butuh ya." (Teacher A)

BAGIAN III: MANFAAT PEDAGOGIS DAN TANTANGAN IMPLEMENTASI (RQ 2)

Tujuan: Menggali persepsi guru mengenai manfaat pembelajaran dan tantangan konkret dalam mengimplementasikan alat AI di kelas.

III-A. Manfaat Pedagogis

Pertanyaan 11:

Sejauh mana alat AI dapat membantu Bapak/Ibu menyesuaikan pembelajaran dengan kebutuhan atau kemampuan masing-masing siswa yang berbeda-beda?

Probing: Apakah Bapak/Ibu pernah menggunakan atau membayangkan penggunaan AI untuk siswa dengan kemampuan tinggi dan rendah secara bersamaan? Bagaimana caranya?

Jawaban:

"Penerapannya di kelas saya sesuaikan dulu ya. Biasanya sebelum bikin materi, saya lihat dulu rata-rata kemampuan kelas itu sampai di mana. Jadi materi dari AI itu saya pakai buat menyesuaikan kecepatan belajar mayoritas anak di kelas tersebut." (Teacher A)

Pertanyaan 12:

Bagaimana alat AI bisa menyediakan input atau contoh bahasa Inggris yang autentik bagi siswa? Apakah hal ini penting menurut Bapak/Ibu?

Probing: Input autentik seperti apa yang menurut Bapak/Ibu paling dibutuhkan siswa SMP dalam belajar Bahasa Inggris?

Jawaban:

"Penting sekali. Lewat AI, kita bisa gampang cari contoh percakapan nyata yang dipakai native speaker di kehidupan sehari-hari, jadi anak-anak enggak cuma belajar dari teks kaku yang ada di buku paket." (Teacher A)

Pertanyaan 13:

Apakah alat AI mendorong siswa untuk berlatih Bahasa Inggris secara mandiri di luar jam pelajaran? Bagaimana pengamatan Bapak/Ibu?

Probing: Apakah Bapak/Ibu pernah menyarankan siswa untuk menggunakan alat AI sebagai sarana belajar mandiri? Bagaimana respons siswa?

Jawaban:

"Kalau dibilang mendorong, iya. Tapi dari saya pribadi, saya enggak begitu menyarankan anak-anak buat pakai AI secara bebas di rumah kalau tanpa pengawasan orang tua ya." (Teacher A)

Pertanyaan 14:

Apakah Bapak/Ibu mengamati perubahan pada motivasi atau keterlibatan siswa ketika alat AI digunakan dalam pembelajaran? Bisa diceritakan?

Probing: Menurut Bapak/Ibu, apa yang membuat siswa lebih tertarik atau justru kurang tertarik saat alat AI digunakan?

Jawaban:

"Kelihatan sekali, anak-anak jadi lebih tertarik belajarnya. Mungkin karena tampilan materi atau media yang kita bawa ke kelas itu terkesan baru, modern, dan visualnya menarik di mata mereka." (Teacher A)

III-B. Tantangan Eksternal (Hambatan Lapis Pertama)**Pertanyaan 15:**

Tantangan teknis atau infrastruktur apa yang Bapak/Ibu hadapi ketika mencoba menggunakan alat AI di sekolah? Misalnya terkait jaringan internet, perangkat, atau fasilitas lainnya?

Probing: Apakah kondisi infrastruktur di sekolah saat ini mendukung penggunaan AI dalam pembelajaran? Apa yang perlu ditingkatkan?

Jawaban:

"Kalau di sekolah kita ini sebenarnya sarana dasarnya sudah mendukung ya. Di sini proyektor ada 3 unit, terus di beberapa ruang kelas juga sudah difasilitasi perangkat Smart TV." (Teacher A)

Pertanyaan 16:

Apakah Bapak/Ibu sudah mendapatkan pelatihan yang cukup untuk menggunakan alat AI secara efektif dalam pembelajaran Bahasa Inggris? Pelatihan seperti apa yang sudah diterima?

Probing: Jenis dukungan atau pelatihan apa yang paling dibutuhkan Bapak/Ibu agar bisa menggunakan AI dengan lebih percaya diri?

Jawaban:

"Kalau pelatihan resmi khusus mengenai penerapan AI untuk guru bahasa Inggris dari dinas sih sejauh ini belum ada ya, rata-rata kita nyari tahu sendiri saja." (Teacher A)

III-C. Tantangan Internal (Hambatan Lapis Kedua)**Pertanyaan 17:**

Apakah ada kekhawatiran atau keyakinan pribadi yang membuat Bapak/Ibu ragu atau enggan untuk menggunakan alat AI dalam mengajar? Bisa dijelaskan?

Probing: Apakah kekhawatiran itu lebih berkaitan dengan kemampuan diri sendiri, atau lebih pada kekhawatiran tentang dampaknya terhadap siswa?

Jawaban:

"Kalau rasa ragu ke kemampuan diri sendiri sih enggak ada ya, saya lebih khawatir ke dampak siswanya. Takutnya teknologi ini malah bikin karakter dan kemandirian belajar anak-anak zaman sekarang jadi manja." (Teacher A)

Pertanyaan 18:

Apa kekhawatiran etis yang Bapak/Ibu miliki terkait penggunaan AI di kelas, misalnya soal kejujuran akademik, privasi data siswa, atau hal lainnya? Bagaimana Bapak/Ibu menyikapinya?

Probing: Apakah sekolah atau kurikulum sudah memiliki panduan atau kebijakan terkait penggunaan AI oleh siswa?

Jawaban:

"Masalah kejujuran akademik atau plagiarisme itu pasti jadi kekhawatiran nomor satu. Tapi untungnya, sekolah kita sebenarnya sudah punya panduan atau aturan dasar terkait batasan penggunaan teknologi bagi siswa." (Teacher A)

Pertanyaan 19:

Apakah Bapak/Ibu khawatir bahwa siswa akan terlalu bergantung pada alat AI sehingga kemampuan berpikir atau berbahasa mereka tidak berkembang? Bagaimana pandangan Bapak/Ibu?

Probing: Strategi apa yang menurut Bapak/Ibu efektif untuk mencegah ketergantungan siswa yang berlebihan pada AI?

Jawaban:

"Khawatir pasti. Makanya strategi saya di kelas itu harus jeli. Kalau ada jawaban siswa yang bahasanya terlalu kaku atau kelihatan banget hasil nyontek mentah-mentah dari AI, biasanya langsung saya panggil. Saya tes suruh dia menjelaskan ulang jawabannya secara langsung di depan saya. Dari situ ketahuan mana yang benar-benar mikir." (Teacher A)

III-D. Kesiapan dan Rencana ke Depan

Pertanyaan 20:

Secara keseluruhan, apakah Bapak/Ibu berencana untuk mulai atau meningkatkan penggunaan alat AI dalam pembelajaran Bahasa Inggris ke depannya? Apa yang mendorong atau menghambat rencana tersebut?

Probing: Dukungan dari pihak mana yang paling dibutuhkan agar Bapak/Ibu bisa mengintegrasikan AI secara maksimal dalam pembelajaran?

Jawaban:

"Rencana untuk meningkatkan itu ada dan menurut saya memang perlu ya. Tapi syaratnya ya itu tadi, harus diimbangi dengan adanya program pelatihan guru yang jelas dan terarah biar kita semua makin matang." (Teacher A)

BAGIAN IV: PENUTUP

Pertanyaan 21:

Apakah ada hal lain terkait pengalaman atau pandangan Bapak/Ibu mengenai penggunaan alat AI dalam pembelajaran Bahasa Inggris yang belum sempat kita bahas dan ingin Bapak/Ibu tambahkan?

Jawaban:

"Paling penegasan saja sih dari saya. Secanggih apa pun teknologi hari ini, mau itu AI atau apa pun nanti namanya, dia tetap hanyalah alat bantu. Posisinya tidak akan pernah bisa menggantikan peran utuh seorang guru di kelas. Dan satu lagi, penggunaan teknologi oleh siswa ini wajib hukumnya untuk terus kita awasi bersama." (Teacher A)

LAMPIRAN: TRANSKRIP HASIL WAWANCARA

GURU B (Teacher B)

A. IDENTITAS PARTISIPAN

Kode Partisipan	199302172024212014
Mata Pelajaran yang Diampu	Bahasa Inggris
Lama Mengajar	6 Tahun
Tanggal Wawancara	11-05-2026
Waktu Wawancara	10:02
Tempat Wawancara	SMPN 3 Rejang Lebong
Pewawancara	Reza Rukmana Putri

BAGIAN I: PEMBUKA

Tujuan: Membangun rapport dan menggali latar belakang pengalaman partisipan.

Pertanyaan 1:

Boleh Bapak/Ibu ceritakan sedikit tentang pengalaman mengajar Bahasa Inggris selama ini? Sudah berapa lama mengajar, dan di kelas atau jenjang apa saja?

Probing: Apakah ada pengalaman mengajar yang paling berkesan? Mengapa?

Jawaban:

"Wah, kalau diceritakan sudah lumayan lama ya saya mengajar di jenjang SMP ini, sudah pindah-pindah kelas juga. Pengalaman berkesan pasti banyak, terutama pas kita megang kelas yang awalnya itu anaknya pendiam sekali, diajak ngomong bahasa Inggris pada takut dan geleng-geleng kepala. Tapi lewat pendekatan pelan-pelan, mereka akhirnya mulai berani speak up meskipun belepotan. Perubahan dari yang takut jadi berani itu yang paling berkesan buat saya." (Teacher B)

Pertanyaan 2:

Apakah Bapak/Ibu sudah pernah mendengar atau mengenal alat-alat berbasis kecerdasan buatan (AI) yang bisa digunakan dalam pembelajaran? Contohnya seperti apa yang Bapak/Ibu ketahui?

Probing: Dari mana Bapak/Ibu pertama kali mengetahui alat AI tersebut? Apakah dari rekan sejawat, pelatihan, media sosial, atau lainnya?

Jawaban:

"Iya, saya sudah familiar dengan AI. Pertama kali tahu itu waktu saya ikut pelatihan Bimtek (Bimbingan Teknis) guru beberapa waktu lalu. Di sana pematernya sempat memaparkan materi soal pemanfaatan AI untuk dunia pendidikan. Pulang dari sana, saya langsung penasaran buat cari tahu lebih dalam." (Teacher B)

BAGIAN II: PERSEPSI KEBERMANFAATAN DAN KEMUDAHAN PENGGUNAAN (RQ 1)

Tujuan: Menggali persepsi guru mengenai sejauh mana alat AI bermanfaat dan mudah digunakan dalam pembelajaran Bahasa Inggris.

II-A. Kebermanfaatan (Perceived Usefulness)

Pertanyaan 3:

Menurut Bapak/Ibu, seberapa besar manfaat alat AI dalam mendukung kegiatan pembelajaran Bahasa Inggris di kelas? Bisa dijelaskan?

Probing: Apakah ada perbedaan yang Bapak/Ibu rasakan dalam proses mengajar sebelum dan sesudah menggunakan atau mengenal alat AI?

Jawaban:

"Manfaatnya besar, enggak bisa dipungkiri. Tapi ya itu, seperti koin dua sisi, ada dampak positif sama negatifnya. Sisi positifnya kerjaan kita terbantu, tapi negatifnya kalau enggak kita kontrol, anak-anak ini malah jadi ketergantungan dan malas mikir." (Teacher B)

Pertanyaan 4:

Apakah alat AI membantu Bapak/Ibu menghemat waktu dalam mempersiapkan materi atau bahan ajar? Bagaimana caranya?

Probing: Contoh konkret apa yang bisa Bapak/Ibu ceritakan terkait penghematan waktu tersebut?

Jawaban:

"Iya, menghemat waktu sekali. Saya pribadi seringnya pakai Gemini AI. Misalnya saya butuh draf teks reading atau ide soal yang sesuai dengan level anak SMP, tinggal minta di situ aja. Prosesnya cepat, paling cuma butuh beberapa menit, tinggal kita edit sedikit." (Teacher B)

Pertanyaan 5:

Apakah Bapak/Ibu merasa penggunaan alat AI berdampak positif terhadap pemahaman atau hasil belajar siswa? Mengapa demikian?

Probing: Indikator apa yang Bapak/Ibu gunakan untuk menilai dampak tersebut terhadap siswa?

Jawaban:

"Iya, bawa dampak positif. Siswa jadi lebih gampang paham materi. Soalnya kalau pakai AI, bahasa-bahasa teori yang baku dari buku teks itu bisa diterjemahkan atau dijelaskan ulang pakai bahasa sehari-hari yang lebih kasual dan masuk ke logika anak SMP." (Teacher B)

Pertanyaan 6:

Bagaimana alat AI membantu Bapak/Ibu dalam memberikan umpan balik (feedback) yang lebih baik atau lebih cepat kepada siswa?

Probing: Apakah ada jenis umpan balik tertentu yang lebih mudah diberikan dengan bantuan AI dibandingkan secara manual?

Jawaban:

"Biasanya kalau anak-anak bikin kalimat yang struktur bahasa Inggrisnya masih rancu atau pakai 'bahasa Indonesia yang di-inggriskan', saya pakai AI buat nyari alternatif kalimat yang benar dan terdengar alami (natural). Jadi umpan baliknya lebih kaya contoh nyata." (Teacher B)

II-B. Kemudahan Penggunaan (Perceived Ease of Use)

Pertanyaan 7:

Seberapa mudah menurut Bapak/Ibu untuk mempelajari dan menggunakan alat AI dalam konteks pembelajaran? Apa yang membuat mudah atau sulit?

Probing: Apakah Bapak/Ibu pernah mencoba sendiri menggunakan alat AI? Bagaimana pengalaman pertama kali mencobanya?

Jawaban:

"Bagi saya sangat mudah dan malah menyenangkan ya. Karena kan tujuan teknologi ini dibuat memang untuk mempermudah pekerjaan kita. Begitu kita paham seluk-beluknya, proses pengerjaan administrasi atau persiapan mengajar jadi terasa ringkas." (Teacher B)

Pertanyaan 8:

Apakah Bapak/Ibu pernah mengalami kesulitan teknis ketika mencoba menggunakan alat AI? Jika ya, kesulitan seperti apa yang paling sering terjadi?

Probing: Bagaimana cara Bapak/Ibu mengatasi kesulitan teknis tersebut?

Jawaban:

"Kesulitan saya itu kadang di masalah pembuatan perintah atau prompt-nya. Kalau kalimat perintah yang kita masukkan ke AI kurang spesifik, jawaban yang keluar dari AI juga sering melantur atau enggak sesuai dengan yang saya butuhkan. Jadi solusinya saya harus belajar merangkai kata perintah yang lebih detail." (Teacher B)

Pertanyaan 9:

Seberapa baik alat AI yang Bapak/Ibu kenal bisa diintegrasikan atau disesuaikan dengan metode dan kurikulum Bahasa Inggris yang sudah berjalan?

Probing: Apakah ada perubahan besar dalam cara mengajar yang harus dilakukan jika menggunakan alat AI?

Jawaban:

"Sangat pas diintegrasikan, apalagi sekarang kita pakai Kurikulum Merdeka yang menuntut pembelajaran berdiferensiasi. AI mempermudah guru menyiapkan variasi bahan ajar yang fleksibel sesuai tuntutan kurikulum tersebut." (Teacher B)

Pertanyaan 10:

Seberapa yakin atau percaya diri Bapak/Ibu dalam menggunakan alat AI di dalam kelas? Apa yang memengaruhi rasa percaya diri tersebut?

Probing: Apakah Bapak/Ibu merasa membutuhkan pelatihan tambahan agar lebih percaya diri menggunakannya?

Jawaban:

"Jujur saya masih butuh sekali pelatihan tambahan. Memang sekarang sudah bisa pakai, tapi kan baru dasarnya saja. Saya pengen ada pelatihan khusus yang bisa membedakan lebih dalam tentang pemanfaatan AI yang optimal buat evaluasi atau asesmen pembelajaran." (Teacher B)

BAGIAN III: MANFAAT PEDAGOGIS DAN TANTANGAN IMPLEMENTASI (RQ 2)

Tujuan: Menggali persepsi guru mengenai manfaat pembelajaran dan tantangan konkret dalam mengimplementasikan alat AI di kelas.

III-A. Manfaat Pedagogis**Pertanyaan 11:**

Sejauh mana alat AI dapat membantu Bapak/Ibu menyesuaikan pembelajaran dengan kebutuhan atau kemampuan masing-masing siswa yang berbeda-beda?

Probing: Apakah Bapak/Ibu pernah menggunakan atau membayangkan penggunaan AI untuk siswa dengan kemampuan tinggi dan rendah secara bersamaan? Bagaimana caranya?

Jawaban:

"Sangat membantu buat bikin materi diferensiasi. Jadi untuk satu topik materi yang sama, saya bisa minta AI bikin dua versi teks bacaan: versi yang kosakatanya agak kompleks buat anak berkemampuan tinggi, dan versi sederhana buat anak yang kemampuannya agak kurang." (Teacher B)

Pertanyaan 12:

Bagaimana alat AI bisa menyediakan input atau contoh bahasa Inggris yang autentik bagi siswa? Apakah hal ini penting menurut Bapak/Ibu?

Probing: Input autentik seperti apa yang menurut Bapak/Ibu paling dibutuhkan siswa SMP dalam belajar Bahasa Inggris?

Jawaban:

"Sangat penting untuk level SMP. AI bisa bantu kita membuat draf teks deskriptif atau eksposisi pendek yang topiknya dekat sama dunia remaja sekarang, jadi bahasanya teras autentik tapi tetap bisa mereka pahami." (Teacher B)

Pertanyaan 13:

Apakah alat AI mendorong siswa untuk berlatih Bahasa Inggris secara mandiri di luar jam pelajaran? Bagaimana pengamatan Bapak/Ibu?

Probing: Apakah Bapak/Ibu pernah menyarankan siswa untuk menggunakan alat AI sebagai sarana belajar mandiri? Bagaimana respons siswa?

Jawaban:

"Saya malah sengaja tidak menyarankan anak-anak pakai AI secara mandiri di rumah. Alasan utamanya ya itu tadi, saya takut sekali mereka jadi malas, jalan pintas ngerjain tugas pakai AI, dan akhirnya malah ketergantungan total." (Teacher B)

Pertanyaan 14:

Apakah Bapak/Ibu mengamati perubahan pada motivasi atau keterlibatan siswa ketika alat AI digunakan dalam pembelajaran? Bisa diceritakan?

Probing: Menurut Bapak/Ibu, apa yang membuat siswa lebih tertarik atau justru kurang tertarik saat alat AI digunakan?

Jawaban:

"Iya, saya amati siswa jadi jauh lebih tertarik. Suasana kelas yang biasanya sepi, pas kita tampilin materi hasil kolaborasi sama teknologi pintar begini, mereka langsung antusias dan fokus memperhatikan." (Teacher B)

III-B. Tantangan Eksternal (Hambatan Lapis Pertama)

Pertanyaan 15:

Tantangan teknis atau infrastruktur apa yang Bapak/Ibu hadapi ketika mencoba menggunakan alat AI di sekolah? Misalnya terkait jaringan internet, perangkat, atau fasilitas lainnya?

Probing: Apakah kondisi infrastruktur di sekolah saat ini mendukung penggunaan AI dalam pembelajaran? Apa yang perlu ditingkatkan?

Jawaban:

"Secara umum mendukung kok. Di sekolah ini sudah ada 1 unit Smart TV. Cuma tantangannya ya karena unitnya baru ada satu, pemakaiannya terpaksa harus gantian sama guru-guru dari kelas lain." (Teacher B)

Pertanyaan 16:

Apakah Bapak/Ibu sudah mendapatkan pelatihan yang cukup untuk menggunakan alat AI secara efektif dalam pembelajaran Bahasa Inggris? Pelatihan seperti apa yang sudah diterima?

Probing: Jenis dukungan atau pelatihan apa yang paling dibutuhkan Bapak/Ibu agar bisa menggunakan AI dengan lebih percaya diri?

Jawaban:

"Masih kurang, makanya saya ngerasa masih butuh sekali pelatihan lanjutan. Yang kemarin itu kan baru pengenalan kulit luarnya saja, belum sampai ke tahap praktik pembuatan instrumen kelas yang mendalam." (Teacher B)

III-C. Tantangan Internal (Hambatan Lapis Kedua)

Pertanyaan 17:

Apakah ada kekhawatiran atau keyakinan pribadi yang membuat Bapak/Ibu ragu atau enggan untuk menggunakan alat AI dalam mengajar? Bisa dijelaskan?

Probing: Apakah kekhawatiran itu lebih berkaitan dengan kemampuan diri sendiri, atau lebih pada kekhawatiran tentang dampaknya terhadap siswa?

Jawaban:

"Sama, saya juga lebih khawatir ke efek sampingnya buat siswa. Jangan sampai karena kemudahan teknologi, esensi proses belajar dan usaha keras anak-anak dalam memahami sesuatu itu jadi hilang." (Teacher B)

Pertanyaan 18:

Apakah kekhawatiran etis yang Bapak/Ibu miliki terkait penggunaan AI di kelas, misalnya soal kejujuran akademik, privasi data siswa, atau hal lainnya? Bagaimana Bapak/Ibu menyikapinya?

Probing: Apakah sekolah atau kurikulum sudah memiliki panduan atau kebijakan terkait penggunaan AI oleh siswa?

Jawaban:

"Iya, takutnya anak-anak asal copy-paste tugas saja tanpa tahu artinya. Tapi untungnya dari pihak kurikulum dan sekolah kita sudah punya panduan kebijakan untuk mengontrol masalah itu." (Teacher B)

Pertanyaan 19:

Apakah Bapak/Ibu khawatir bahwa siswa akan terlalu bergantung pada alat AI sehingga kemampuan berpikir atau berbahasa mereka tidak berkembang? Bagaimana pandangan Bapak/Ibu?

Probing: Strategi apa yang menurut Bapak/Ibu efektif untuk mencegah ketergantungan siswa yang berlebihan pada AI?

Jawaban:

"Langkah pencegahan dari saya sih lebih ke memberikan pemahaman dan nasihat ke anak-anak. Saya tekankan ke mereka, 'Boleh jadikan AI itu referensi, tapi jangan sampai kamu ketergantungan total sampai malas mikir'." (Teacher B)

III-D. Kesiapan dan Rencana ke Depan**Pertanyaan 20:**

Secara keseluruhan, apakah Bapak/Ibu berencana untuk mulai atau meningkatkan penggunaan alat AI dalam pembelajaran Bahasa Inggris ke depannya? Apa yang mendorong atau menghambat rencana tersebut?

Probing: Dukungan dari pihak mana yang paling dibutuhkan agar Bapak/Ibu bisa mengintegrasikan AI secara maksimal dalam pembelajaran?

Jawaban:

"Saya pribadi kepingin sekali meningkatkan penggunaannya, tapi ya kembali lagi, fasilitas pendukung di sekolah kita ini kan masih sedikit ya. Jadi rencana ke depan ini sangat butuh dukungan nyata dari pihak sekolah terutama dalam pengadaan sarana digital." (Teacher B)

BAGIAN IV: PENUTUP

Pertanyaan 21:

Apakah ada hal lain terkait pengalaman atau pandangan Bapak/Ibu mengenai penggunaan alat AI dalam pembelajaran Bahasa Inggris yang belum sempat kita bahas dan ingin Bapak/Ibu tambahkan?

Jawaban:

"Tambahan sedikit, mungkin untuk pemanfaatan AI di tingkat SMP ini porsinya harus benar-benar dibatasi. Sebaiknya hanya digunakan saat kerja kelompok atau pengerjaan proyek terarah di dalam kelas saja, bukan dibebaskan total." (Teacher B)

LAMPIRAN: TRANSKRIP HASIL WAWANCARA

GURU C (Teacher C)

A. IDENTITAS PARTISIPAN

Kode Partisipan	196804991022001
Mata Pelajaran yang Diampu	Bahasa Inggris
Lama Mengajar	22 Tahun
Tanggal Wawancara	11-05-2026
Waktu Wawancara	10:50
Tempat Wawancara	SMPN 3 Rejang Lebong
Pewawancara	Reza Rukmana Putri

BAGIAN I: PEMBUKA

Tujuan: Membangun rapport dan menggali latar belakang pengalaman partisipan.

Pertanyaan 1:

Boleh Bapak/Ibu ceritakan sedikit tentang pengalaman mengajar Bahasa Inggris selama ini? Sudah berapa lama mengajar, dan di kelas atau jenjang apa saja?

Probing: Apakah ada pengalaman mengajar yang paling berkesan? Mengapa?

Jawaban:

"Saya sudah bertahun-tahun mengajar bahasa Inggris di SMP ini. Bagi saya, momen paling berkesan itu sebenarnya sederhana. Setiap kali ketemu sama anak yang rajinnya luar biasa, yang kalau dikasih tugas langsung dikerjakan hari itu juga tanpa perlu kita tagih atau kita kejar-kejar. Di zaman sekarang, ketemu anak yang punya inisiatif tinggi begitu rasanya berkah tersendiri buat gurunya." (Teacher C)

Pertanyaan 2:

Apakah Bapak/Ibu sudah pernah mendengar atau mengenal alat-alat berbasis kecerdasan buatan (AI) yang bisa digunakan dalam pembelajaran? Contohnya seperti apa yang Bapak/Ibu ketahui?

Probing: Dari mana Bapak/Ibu pertama kali mengetahui alat AI tersebut? Apakah dari rekan sejawat, pelatihan, media sosial, atau lainnya?

Jawaban:

"Tahu, tahu. Saya tahunya ya dari internet sama dari fitur-fitur di handphone. Sekarang kan di medsos atau berita di HP sering banget ya lewat pembahasan soal robot atau program pintar yang bisa mikir sendiri itu. Jadi ya minimal tahu konsep dasarnya." (Teacher C)

BAGIAN II: PERSEPSI KEBERMANFAATAN DAN KEMUDAHAN PENGGUNAAN (RQ 1)

Tujuan: Menggali persepsi guru mengenai sejauh mana alat AI bermanfaat dan mudah digunakan dalam pembelajaran Bahasa Inggris.

II-A. Kebermanfaatan (Perceived Usefulness)

Pertanyaan 3:

Menurut Bapak/Ibu, seberapa besar manfaat alat AI dalam mendukung kegiatan pembelajaran Bahasa Inggris di kelas? Bisa dijelaskan?

Probing: Apakah ada perbedaan yang Bapak/Ibu rasakan dalam proses mengajar sebelum dan sesudah menggunakan atau mengenal alat AI?

Jawaban:

"Oh, kalau buat mendukung kelas, jujur ini sangat bermanfaat dan sangat mendukung ya. Kita sebagai guru kan kadang mentok ya idenya, nah AI ini bisa kasih kita alternatif segar supaya kelas enggak membosankan." (Teacher C)

Pertanyaan 4:

Apakah alat AI membantu Bapak/Ibu menghemat waktu dalam mempersiapkan materi atau bahan ajar? Bagaimana caranya?

Probing: Contoh konkret apa yang bisa Bapak/Ibu ceritakan terkait penghematan waktu tersebut?

Jawaban:

"Jelas menghemat waktu ya. Materi yang kita bawa ke kelas jadi enggak monoton dan kelihatan lebih menarik di mata anak-anak. Kita enggak perlu bikin semuanya dari nol lagi karena template atau ide dasarnya bisa dicari lewat bantuan AI." (Teacher C)

Pertanyaan 5:

Apakah Bapak/Ibu merasa penggunaan alat AI berdampak positif terhadap pemahaman atau hasil belajar siswa? Mengapa demikian?

Probing: Indikator apa yang Bapak/Ibu gunakan untuk menilai dampak tersebut terhadap siswa?

Jawaban:

"Ada dampaknya. Ketika materi yang disajikan itu menarik, anak-anak otomatis jadi lebih fokus memperhatikan. Keaktifan mereka di kelas meningkat, dan itu otomatis pelan-pelan memperbaiki pemahaman mereka terhadap materi yang diajarkan." (Teacher C)

Pertanyaan 6:

Bagaimana alat AI membantu Bapak/Ibu dalam memberikan umpan balik (feedback) yang lebih baik atau lebih cepat kepada siswa?

Probing: Apakah ada jenis umpan balik tertentu yang lebih mudah diberikan dengan bantuan AI dibandingkan secara manual?

Jawaban:

"Umpan balik jadi bisa lebih cepat ya. Kita enggak perlu buang waktu lama buat menganalisis satu-satu kesalahan dasarnya, jadi siswa bisa langsung tahu hari itu juga bagian mana dari tugas mereka yang perlu diperbaiki." (Teacher C)

II-B. Kemudahan Penggunaan (Perceived Ease of Use)

Pertanyaan 7:

Seberapa mudah menurut Bapak/Ibu untuk mempelajari dan menggunakan alat AI dalam konteks pembelajaran? Apa yang membuat mudah atau sulit?

Probing: Apakah Bapak/Ibu pernah mencoba sendiri menggunakan alat AI? Bagaimana pengalaman pertama kali mencobanya?

Jawaban:

"Menarik sekali ya menurut saya. Awalnya saya kan enggak tahu sama sekali, terus lihat teman sejawat di sekolah mempraktikkannya langsung di depan saya. Pas saya coba ikutan, eh ternyata seru dan enggak serumit yang saya bayangkan sebelumnya." (Teacher C)

Pertanyaan 8:

Apakah Bapak/Ibu pernah mengalami kesulitan teknis ketika mencoba menggunakan alat AI? Jika ya, kesulitan seperti apa yang paling sering terjadi?

Probing: Bagaimana cara Bapak/Ibu mengatasi kesulitan teknis tersebut?

Jawaban:

"Pernah beberapa kali bingung menunya. Kalau sudah mentok begitu, biasanya saya langsung buka YouTube buat lihat video tutorialnya, atau kalau enggak ya saya minta tolong langsung sama operator komputer di sekolah yang lebih paham teknis." (Teacher C)

Pertanyaan 9:

Seberapa baik alat AI yang Bapak/Ibu kenal bisa diintegrasikan atau disesuaikan dengan metode dan kurikulum Bahasa Inggris yang sudah berjalan?

Probing: Apakah ada perubahan besar dalam cara mengajar yang harus dilakukan jika menggunakan alat AI?

Jawaban:

"Menurut saya ada perubahan yang cukup terasa ya. Kita dipaksa buat beralih dari metode konvensional ke digital. Tapi penyesuaian ini bagus supaya materi kurikulum yang kita sampaikan ke anak-anak tetap relevan dengan zaman sekarang." (Teacher C)

Pertanyaan 10:

Seberapa yakin atau percaya diri Bapak/Ibu dalam menggunakan alat AI di dalam kelas? Apa yang memengaruhi rasa percaya diri tersebut?

Probing: Apakah Bapak/Ibu merasa membutuhkan pelatihan tambahan agar lebih percaya diri menggunakannya?

Jawaban:

"Aduh, kalau saya pribadi ngerasa sudah enggak butuh pelatihan-pelatihan begitu lagi ya. Soalnya kan saya sebentar lagi sudah mau pensiun, jadi ya cukup memaksimalkan apa yang saya bisa sekarang saja untuk sisa masa jabatan." (Teacher C)

BAGIAN III: MANFAAT PEDAGOGIS DAN TANTANGAN IMPLEMENTASI (RQ 2)

Tujuan: Menggali persepsi guru mengenai manfaat pembelajaran dan tantangan konkret dalam mengimplementasikan alat AI di kelas.

III-A. Manfaat Pedagogis

Pertanyaan 11:

Sejauh mana alat AI dapat membantu Bapak/Ibu menyesuaikan pembelajaran dengan kebutuhan atau kemampuan masing-masing siswa yang berbeda-beda?

Probing: Apakah Bapak/Ibu pernah menggunakan atau membayangkan penggunaan AI untuk siswa dengan kemampuan tinggi dan rendah secara bersamaan? Bagaimana caranya?

Jawaban:

"Kalau di kelas saya, jujur penerapannya masih saya samaratakan untuk semua anak. Belum sampai ke tahap membedakan level materi secara khusus menggunakan AI, karena keterbatasan waktu juga." (Teacher C)

Pertanyaan 12:

Bagaimana alat AI bisa menyediakan input atau contoh bahasa Inggris yang autentik bagi siswa? Apakah hal ini penting menurut Bapak/Ibu?

Probing: Input autentik seperti apa yang menurut Bapak/Ibu paling dibutuhkan siswa SMP dalam belajar Bahasa Inggris?

Jawaban:

"Tentu penting ya, terutama buat melatih aspek listening atau reading anak. Contoh teks yang dihasilkan AI itu susunan bahasanya alami, jadi anak-anak terbiasa melihat bagaimana struktur bahasa Inggris itu digunakan secara benar." (Teacher C)

Pertanyaan 13:

Apakah alat AI mendorong siswa untuk berlatih Bahasa Inggris secara mandiri di luar jam pelajaran? Bagaimana pengamatan Bapak/Ibu?

Probing: Apakah Bapak/Ibu pernah menyarankan siswa untuk menggunakan alat AI sebagai sarana belajar mandiri? Bagaimana respons siswa?

Jawaban:

"Iya, kalau saya malah tipe yang menyarankan. Contohnya, saya sering minta anak-anak buat cari contoh teks bacaan (reading text) pendek bertema tertentu di AI sebagai bahan latihan membaca mereka sendiri di rumah." (Teacher C)

Pertanyaan 14:

Apakah Bapak/Ibu mengamati perubahan pada motivasi atau keterlibatan siswa ketika alat AI digunakan dalam pembelajaran? Bisa diceritakan?

Probing: Menurut Bapak/Ibu, apa yang membuat siswa lebih tertarik atau justru kurang tertarik saat alat AI digunakan?

Jawaban:

"Anak-anak jadi lebih tertarik dan pelajaran terasa tidak monoton. Dibandingkan cuma dengerin gurunya ceramah pakai metode lama, pakai bantuan visual dari teknologi ini terbukti bikin kelas jadi lebih hidup." (Teacher C)

III-B. Tantangan Eksternal (Hambatan Lapis Pertama)

Pertanyaan 15:

Tantangan teknis atau infrastruktur apa yang Bapak/Ibu hadapi ketika mencoba menggunakan alat AI di sekolah? Misalnya terkait jaringan internet, perangkat, atau fasilitas lainnya?

Probing: Apakah kondisi infrastruktur di sekolah saat ini mendukung penggunaan AI dalam pembelajaran? Apa yang perlu ditingkatkan?

Jawaban:

"Menurut pandangan saya, fasilitasnya jujur masih kurang ya. Contohnya saja, Smart TV digital di sekolah ini cuma ada satu biji. Jadi kalau mau pakai ya harus rebutan atau gantian, enggak bisa leluasa setiap saat kita butuh." (Teacher C)

Pertanyaan 16:

Apakah Bapak/Ibu sudah mendapatkan pelatihan yang cukup untuk menggunakan alat AI secara efektif dalam pembelajaran Bahasa Inggris? Pelatihan seperti apa yang sudah diterima?

Probing: Jenis dukungan atau pelatihan apa yang paling dibutuhkan Bapak/Ibu agar bisa menggunakan AI dengan lebih percaya diri?

Jawaban:

"Belum pernah ada pelatihan khusus yang menyasar kami. Kebanyakan kami yang senior-senior ini belajarnya ya dari bertanya sama rekan guru yang lebih muda." (Teacher C)

III-C. Tantangan Internal (Hambatan Lapis Kedua)**Pertanyaan 17:**

Apakah ada kekhawatiran atau keyakinan pribadi yang membuat Bapak/Ibu ragu atau enggan untuk menggunakan alat AI dalam mengajar? Bisa dijelaskan?

Probing: Apakah kekhawatiran itu lebih berkaitan dengan kemampuan diri sendiri, atau lebih pada kekhawatiran tentang dampaknya terhadap siswa?

Jawaban:

"Kekhawatiran saya murni lebih ke arah siswanya ya. Apakah mereka bisa menyikapi teknologi ini dengan bijak, atau jangan-jangan malah dipakai buat hal-hal yang melanggar aturan sekolah." (Teacher C)

Pertanyaan 18:

Apa kekhawatiran etis yang Bapak/Ibu miliki terkait penggunaan AI di kelas, misalnya soal kejujuran akademik, privasi data siswa, atau hal lainnya? Bagaimana Bapak/Ibu menyikapinya?

Probing: Apakah sekolah atau kurikulum sudah memiliki panduan atau kebijakan terkait penggunaan AI oleh siswa?

Jawaban:

"Kekhawatiran itu pasti ada. Tapi sejauh ini di sekolah kita sudah ada aturan tertulis dan panduan baku tentang tata cara penggunaan gawai di lingkungan sekolah, jadi masih bisa kita kontrol." (Teacher C)

Pertanyaan 19:

Apakah Bapak/Ibu khawatir bahwa siswa akan terlalu bergantung pada alat AI sehingga kemampuan berpikir atau berbahasa mereka tidak berkembang? Bagaimana pandangan Bapak/Ibu?

Probing: Strategi apa yang menurut Bapak/Ibu efektif untuk mencegah ketergantungan siswa yang berlebihan pada AI?

Jawaban:

"Strategi saya gampang, saya akali dengan membuat tipe soal yang tidak bisa dicari jawabannya secara instan lewat AI. Contohnya, saya kasih materi atau soal yang sifatnya personal seperti opinion (asking and giving opinion). Nah, kalau soal opini kan jawabannya harus berdasarkan sudut pandang pribadi mereka masing-masing, AI enggak bisa jawab itu secara seragam." (Teacher C)

III-D. Kesiapan dan Rencana ke Depan

Pertanyaan 20:

Secara keseluruhan, apakah Bapak/Ibu berencana untuk mulai atau meningkatkan penggunaan alat AI dalam pembelajaran Bahasa Inggris ke depannya? Apa yang mendorong atau menghambat rencana tersebut?

Probing: Dukungan dari pihak mana yang paling dibutuhkan agar Bapak/Ibu bisa mengintegrasikan AI secara maksimal dalam pembelajaran?

Jawaban:

"Kalau mau dimaksimalkan ke depannya, tentu kita sangat perlu dukungan penuh dari pihak sekolah. Baik itu dukungan moril, kebijakan, maupun anggaran untuk memperbaiki fasilitas TV atau proyektor di kelas." (Teacher C)

BAGIAN IV: PENUTUP

Pertanyaan 21:

Apakah ada hal lain terkait pengalaman atau pandangan Bapak/Ibu mengenai penggunaan alat AI dalam pembelajaran Bahasa Inggris yang belum sempat kita bahas dan ingin Bapak/Ibu tambahkan?

Jawaban:

"Harapan saya sih ringkas saja ya. Semoga kemajuan teknologi pintar ini jangan sampai mengikis tata krama atau kesopanan anak-anak dalam berbahasa Inggris maupun Indonesia. Karakter siswa harus tetap nomor satu." (Teacher C)

A P P E N D I X E S



Interview Teacher A



Interview Teacher B



Interview Teacher C

BIOGRAPHY



Reza Rukmana Putri was born in Curup, Rejang Lebong Regency, on June 4, 2001, as the beloved daughter of Mr. Ponimin and Mrs. Gustin Elyani. She began her formal education at SD Negeri 09 Curup Selatan from 2008 to 2013, continued her studies at SMP Negeri 2 Curup Selatan from 2013 to 2016, and completed her secondary education at Madrasah Aliyah Negeri (MAN) Rejang Lebong from 2016 to 2019. In 2020, she continued her study at the State Islamic Institute of Curup (IAIN Curup), majoring in the English Tadris Study Program, Faculty of Tarbiyah, and completed this thesis entitled *"English Teachers' Experiences and Challenges in Integrating Generative AI at SMPN 3 Rejang Lebong: A Qualitative Exploration"* as one of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd.) in English Language Education.