Jejakdigital
JURNAL ILMIAH MULTIDISIPLIN
Available online at https://indojurnal.com/index.php/jejakdigital

eISSN 3089-7734; pISSN 3089-7742
Vol. 2, No. 4, Tahun 2026
doi.org/10.63822/y4fnne18
Hal. 7178-7190

The Eighth Grade Students' Perception on The Use of Artificial Intelligence (AI) in Learning English at SMPK 1 Harapan Denpasar

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Sejarah Artikel:

Diterima *25-06-2026*
Disetujui *30-06-2026*
Diterbitkan *02-07-2026*

ABSTRACT

The rapid development of technology, particularly Artificial Intelligence (AI), has significantly influenced educational practices, including English language learning. This study aimed to investigate the implementation of Artificial Intelligence in English language learning and explore eighth-grade students' perceptions toward the use of AI at SMPK 1 Harapan Denpasar. This study employed a descriptive qualitative research design involving 36 eighth-grade students, with seven students selected as interview participants through convenience sampling techniques. Data were collected through observation, questionnaires, interviews, and document analysis. The collected data were analyzed using the interactive model proposed by Miles et al., including data reduction, data display, and drawing conclusions. The findings revealed that AI had been successfully integrated into English learning activities and contributed positively to classroom learning processes. The implementation of AI created a more interactive learning environment and increased students' enthusiasm and engagement during learning activities. Furthermore, students demonstrated highly positive perceptions regarding the use of AI based on the Technology Acceptance Model (TAM) indicators, namely perceived usefulness and perceived ease of use. Students perceived AI as beneficial in supporting vocabulary development, grammar improvement, pronunciation practice, and assignment completion. AI was also considered easy to use because it provided quick responses and accessible features that encouraged independent learning. Although students recognized certain limitations such as inaccurate responses and system errors, they demonstrated critical awareness by evaluating and verifying AI-generated information. Therefore, the findings suggest that Artificial Intelligence has considerable potential to support and improve the effectiveness of English language learning.

Keywords: *Artificial Intelligence, English Language Learning, Students' Perception, Technology Acceptance Model (TAM), Eighth-Grade Students.*

How to Cite:

Divayanti, N. P. ., Oktarina, P. S. ., & Prawita, N. K. R. D. . (2026). The Eighth Grade Students' Perception on The Use of Artificial Intelligence (AI) in Learning English at SMPK 1 Harapan Denpasar. Jejak Digital: Jurnal Ilmiah Multidisiplin, 2(4), 7178-7190. https://doi.org/10.63822/y4fnne18

INTODUCTION

In the contemporary era, English has become one of the most important languages in the world because it functions not only as an international communication tool but also as a global language integrated into various social and cultural contexts (Rao, 2019). The widespread use of English is closely linked to social systems and educational priorities that encourage its application at different levels of society (Cavanagh, 2020). Furthermore, among younger generations, English usage continues to increase due to globalization and technological advancement (Haidar & Fang, 2019). English has achieved global status because of geographical and historical factors, making it a dominant language in many fields, including education (Ly, 2022). Therefore, English language proficiency has become an essential component of modern education and plays a significant role in preparing students for future challenges.

English language skills are increasingly important because they serve as a universal medium for communication in education, business, and entertainment sectors (Reddy, 2016). In educational contexts, English has been introduced from an early age to prepare students for global competition and improve cognitive skills (Mauliska, 2024). Learning English not only provides broader opportunities in academic and professional environments but also enhances self-confidence and encourages students to engage in new experiences. Along with rapid technological development, educational practices are now increasingly influenced by technological innovations, including the use of artificial intelligence (AI).

Artificial intelligence has become one of the most significant technological innovations in education. Discussion regarding AI has evolved considerably over recent decades, focusing on its contribution to improving teaching and learning processes (Wylie, 2016). AI creates opportunities for personalized learning experiences, encourages active student engagement, and supports collaboration between teachers and students during classroom learning activities (Kamalov et al., 2023). In educational settings, AI systems can improve learning experiences through intelligent technological support that assists both teachers and students (Chen et al., 2020). Therefore, integrating AI into educational practices requires appropriate supervision and guidance to maximize its benefits while preventing misuse.

The rapid advancement of technology has led to the increasing application of AI in education. Artificial intelligence can be understood as a technology equipped with machine systems designed to provide engaging content for users (Fitria, 2021). The successful implementation of AI requires training and guidance for both students and teachers to enhance their understanding of its functions and practical applications in learning activities (Harimurti, 2025). Moreover, AI can support teachers in designing more effective instructional strategies and increasing student participation during classroom learning (Zhai et al., 2021). Consequently, AI contributes significantly to creating more innovative and interactive learning environments.

Student perception also plays an important role in evaluating the effectiveness of learning processes. Positive student perceptions may indicate higher motivation and greater engagement during classroom activities (Ratnaningsih et al., 2020). Through students' perceptions, teachers can better understand students' experiences and beliefs regarding learning activities and academic tasks (Arts et al., 2024). Student feedback enables teachers to evaluate whether students are motivated and capable of achieving learning objectives effectively (Yuniar, 2021). Therefore, understanding students' perceptions can help educators improve teaching strategies and create more effective learning experiences.

Previous studies have investigated students' perceptions of AI-assisted learning tools in different contexts. Rusmardiana et al. (2022) found that the use of Kahoot positively influenced students' learning motivation and effectiveness. Similarly, Yuniari (2024) reported that students showed positive perceptions

toward Chat PDF AI, particularly in improving motivation and attitudes toward critical reading activities. Amani and Bisriyah (2025) also revealed that AI writing tools provided benefits for grammar checking, spelling correction, and vocabulary enhancement. However, these studies mainly focused on university students and specific AI tools. Therefore, limited research has explored junior high school students' perceptions regarding AI use in English language learning.

Based on preliminary observations conducted at SMPK 1 Harapan Denpasar, more than half of eighth-grade students indicated that they had used artificial intelligence to support their learning activities. The school has also integrated AI-based learning innovations into classroom instruction. Therefore, this study aims to investigate the implementation of artificial intelligence in English language learning and explore eighth-grade students' perceptions regarding the use of AI in the learning process at SMPK 1 Harapan Denpasar. The findings of this study are expected to provide insights into how AI can support learning effectiveness and contribute to improving English language teaching practices.

METHOD

This study employed a descriptive qualitative research design to investigate students' perceptions of artificial intelligence in English language learning. Descriptive qualitative research aims to explore and understand the meanings of social phenomena experienced by individuals or groups in depth (Hall & Liebenberg, 2024). The study was conducted at SMPK 1 Harapan Denpasar during the second semester of the 2025/2026 academic year. The school was selected because it is an A-accredited institution that has integrated artificial intelligence as a learning innovation into classroom activities. The data source of this study consisted of primary data obtained directly from participants through classroom activities and interactions (Ajayi, 2023). The subjects of this study were 36 eighth-grade A students consisting of 17 male and 19 female students. However, seven students were selected as interview participants using convenience sampling techniques because they were more accessible and willing to share their learning experiences (Taherdoost et al., 2016).

To collect the data, the researcher used several techniques, namely observation, interviews, document analysis, and content analysis. Observation was conducted to examine the implementation of artificial intelligence during classroom learning activities. Interviews were used to obtain in-depth information regarding students' perceptions toward AI usage in English language learning. In addition, document analysis was conducted by examining teachers' learning modules to identify the integration of AI within instructional planning. Content analysis was also used to determine the types of artificial intelligence applied by teachers in the classroom learning process. To support these techniques, the study employed observation sheets, questionnaire sheets, and interview sheets as research instruments. Observation sheets were used to record classroom activities, questionnaires were administered to identify students' responses toward AI usage, and interview sheets provided more detailed information about students' experiences and perspectives.

The collected data were analyzed using the interactive model of qualitative data analysis proposed by Miles et al. (2003), which includes data reduction, data display, and drawing conclusions. During the data reduction stage, researchers organized and classified the collected information according to the Technology Acceptance Model (TAM) indicators, namely perceived usefulness, perceived ease of use, and intention to use. In the data display stage, interview findings were presented through descriptive explanations and supported by direct quotations from participants to facilitate interpretation of students'

perspectives. Finally, at the conclusion stage, researchers interpreted and verified the findings to ensure consistency and accuracy in answering the research questions related to the implementation of artificial intelligence and students' perceptions in English language learning

RESULT

The Result of Student Perception

In this section, the researcher presents the findings regarding students' perceptions toward the use of Artificial Intelligence (AI) in English language learning based on the indicators of the Technology Acceptance Model (TAM), namely *Perceived Usefulness* and *Perceived Ease of Use*. The findings were obtained from questionnaire data and strengthened by observation and interview results to provide a deeper understanding of students' experiences when using AI during the learning process.

Figure 1. Diagram of Questionnaire

Based on questionnaire item number 1, it was found that 44.4% of eighth-grade students agreed that AI was useful in supporting their learning process. This finding was strengthened by observation and interview data. Students reported that AI helped them improve several English skills such as pronunciation, vocabulary mastery, reading, speaking, and writing. One student explained that AI assisted in providing correct pronunciation when reading texts, while another student mentioned that AI helped correct grammar and speaking errors. The interview and observation findings indicated that students perceived AI positively because it could provide support according to their individual learning needs. Students also felt that AI was flexible because it could be used anytime and anywhere according to their own learning pace.

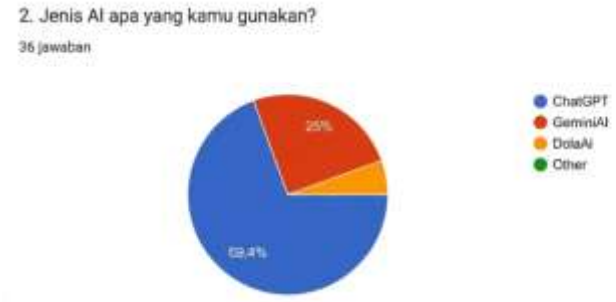

Figure 2. Diagram of Questionnaire

Based on questionnaire item number 2, the findings showed that 69.4% of students used ChatGPT as their preferred AI tool, while 25% used Gemini AI. The interview data revealed that students felt AI significantly supported their English learning process. Students stated that AI helped them complete

assignments and provided instant explanations when they encountered difficulties in learning. Furthermore, students perceived AI not merely as a tool for obtaining immediate answers but as a learning companion that supported their understanding of materials. Observation findings also indicated that students frequently utilized AI when encountering unfamiliar vocabulary or challenging learning materials.

Figure 3. Diagram of Questionnaire

Based on questionnaire item number 3, the results showed that 44.4% of students used AI for approximately 15–45 minutes, while 41.7% used it for less than 15 minutes and 13.9% used AI for more than one hour. Interview results showed that the duration of AI usage depended on the complexity of learning materials and assignments. Students stated that they only used AI when they faced difficulties or when additional explanations were needed. Observation results also showed that students tended to use AI as a supporting tool rather than depending entirely on it. Therefore, AI was viewed as a cognitive companion rather than a replacement for students' thinking processes.

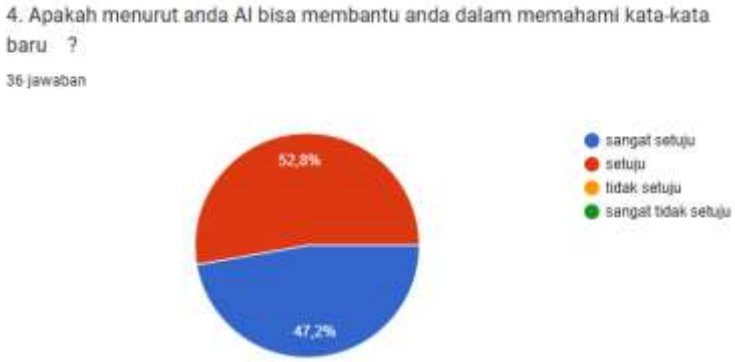

Figure 4. Diagram of Questionnaire

Based on questionnaire item number 4, 52.8% of students agreed and 47.2% strongly agreed that AI helped them understand new vocabulary. Interview findings revealed that students considered AI very easy to use because it provided detailed explanations and practical answers. Several students also mentioned that they first encountered AI several years ago and had gradually become familiar with its use. Observation results indicated that students preferred AI because of its speed in delivering information and explanations in simple language. Therefore, students demonstrated highly positive perceptions regarding AI accessibility and usefulness in improving their English understanding.

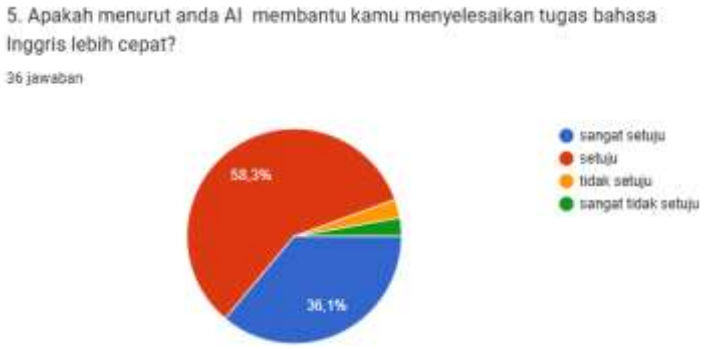

Figure 5. Diagram of Questionnaire

Based on questionnaire item number 5, 58.3% of students agreed that AI helped them complete English assignments more quickly. Interview findings indicated that although students appreciated AI assistance, they also recognized several limitations. Students expected AI to provide faster responses and more accurate explanations. Observation findings showed that students did not fully rely on AI-generated answers. Instead, they demonstrated critical thinking by identifying mistakes and evaluating the quality of AI explanations. These findings suggest that students possessed a good level of digital literacy and were able to use AI critically and responsibly.

Figure 6. Diagram of Questionnaire

Based on questionnaire item number 6, 58.3% of students agreed and 30.6% strongly agreed that AI was easy to understand and use. Interview findings showed that students believed AI helped improve their English learning experiences and allowed them to complete assignments independently. Students also stated that AI offered various useful features that simplified their learning process. Observation findings further showed that students who did not attend additional English courses outside school particularly benefited from AI support. Therefore, AI was perceived as a practical and accessible learning tool.

Figure 7. Diagram of Questionnaire

Based on questionnaire item number 7, the findings indicated that 69.4% of students agreed that explanations provided by AI were easy to understand. However, interview findings also revealed that students were aware of several limitations in AI-generated responses, such as delayed responses and occasional inaccuracies. Observation results demonstrated that students were capable of evaluating information critically and verifying AI outputs when necessary. This suggests that students accepted AI not blindly but through reflective consideration.

Figure 8. Diagram of Questionnaire

Based on questionnaire item number 8, 61.1% of students agreed that AI could be used independently without assistance from others. Students reported that AI helped them gain confidence while learning and completing assignments independently. Observation findings also indicated that AI promoted self-directed learning behaviors and encouraged students to explore learning materials more actively.

Figure 9. Diagram of Questionnaire

Based on questionnaire item number 9, the findings showed that 63.9% of students agreed that AI features were easy to use. Interview data revealed that although students sometimes received confusing or

inaccurate responses, they generally solved such problems by modifying prompts or searching for additional references from books and online resources. These findings indicate that students had the ability to adapt and overcome difficulties when interacting with AI technology.

Figure 10. Diagram of Questionnaire

Based on questionnaire item number 10, 55.6% of students agreed that they would continue using AI in English learning activities. Students considered AI beneficial because it helped them complete assignments more efficiently and supported independent learning. Observation findings also indicated that students showed positive attitudes toward the future use of AI.

Figure 11. Diagram of Questionnaire

Based on questionnaire item number 11, 47.2% of students agreed and 33.3% strongly agreed that AI helped them complete English assignments. Interview findings revealed that students expected improvements in AI performance, particularly regarding speed and accuracy. These results indicate that students recognized both the strengths and limitations of AI technology.

Figure 12. Diagram of Questionnaire

Based on questionnaire item number 12, 83.3% of students agreed that they intended to continue

using AI in future learning activities. This result demonstrates a strong level of acceptance toward AI use among students and reflects their willingness to integrate technology into their learning experiences.

Figure 13. Diagram of Questionnaire

Based on questionnaire item number 13, 72.2% of students agreed that they would recommend AI to their friends for educational purposes. Students considered AI useful because it provided quick support and practical explanations for learning materials.

Figure 14. Diagram of Questionnaire

Based on questionnaire item number 14, 52.8% of students agreed that they would continue using AI even if teachers did not require its use. This finding indicates that students had intrinsic motivation to use AI independently and viewed it as a valuable learning tool for improving their English language learning process.

Discussion

Based on the study findings, researchers identified positive and negative perceptions from eighth-grade students. According Karmila et al., (2026) The use of AI offers several benefits in the learning process. These include improving student pronunciation, increasing vocabulary mastery, increasing learning motivation, and offering a flexible and personalized learning experience. The use of artificial intelligence helps students understand the use of technology, which fosters a deeper understanding of learning materials, especially English. This has significant benefits in achieving effective goals in the classroom learning process Losi et al., (2024) This positively impacts both teachers and students. It facilitates learning and fosters an effective learning environment. Additionally, it promotes a more comfortable atmosphere for learning. In positive perceptions, there are also negative perceptions from

students, such as the use of technology which sometimes responds to errors in the artificial intelligence being used by students in the learning process (Demir, 2022). This negative perception can be addressed by fostering a deeper understanding of technology usage. The users can achieve greater control over the explanations generated by AI, allowing them to better align the results with their specific needs and objectives.

This statement refers to the initial component of Tam's theory, which is Perceived Usefullness. According Venkatesh et al., (2000) stated that Perceived Usefulness it's important on TAM theory The term 'perceived ease of use' refers to how easy something is to learn and how useful it is to people who believe that using technology helps their daily lives. Moreover according McCord, (2006) In TAM theory, Perceived Usefullness is crucial the perceived usefulness of technology offers significant benefits for its users, as demonstrated by the effectiveness of the technology itself. This is certainly line with the theory Constructivism theory proposed by Lev Vygotsky's focused on Scafolding. which explained suport teacher and student to optimize student learning activities involves people and media/aids in learning english use artificiall intelligence. According Wibowo et al., (2025) The constructivism theory is a theory that children build knowledge through interactions with the experiences and objects they encounter. which is essential in constructivism theory. Scaffolding plays a vital role in enhancing the accessibility and benefits of technology, especially artificial intelligence. Moreover Chand, (2023) Constructivism theory emphasizes the importance of "sociocultural learning" or how students internalize interactions with people around them to form mental constructs. This is supported by technological particularly through the use of artificial intelligence which is currently implemented in various aspects of society.

This statement refers to the initial component of Tam's theory, which is Perceived Ease of Use. According Venkatesh et al., (2000) Perceived Ease of Use its important on TAM theory because It plays an important role as a precursor, serving as a measure of ease of use and a determinant of cognitive efficiency. The perceived ease of use serves as a sort of operational bridge, allowing technology to function as an effective teaching tool and enabling students to more easily use technology in the learning process. Moreover according McCord, (2006) In TAM theory Perceived Ease of Use is crucial because without the belief that a system is simple and user-friendly, the sophistication of its functionality (usability) may not be sufficient to ensure that the technology will be adopted and continue to be used over time by the broader community. This is certainly In line with the theory Constructivism proposed by Lev Vygotsky's focused on scafolding. Which explained suuport teacher and student to optimize student learning activities involves people and media/aids in learning english like artificiall intelligence. According Wibowo et al., (2025) In Constructivism theory, children are viewed as constructing knowledge through direct interaction with various objects and experiences. This concept has a close relation to scaffolding, a crucial element of constructivism that also plays a crucial role in increasing the accessibility and effectiveness of technology, particularly in artificial intelligence (AI). Moreover Chand, (2023) Constructivism theory highlights the importance of sociocultural learning, which refers to the process of individuals social interactions that shape their cognitive structures. In today's world this idea has been further reinforced by the use of technology-based support systems, especially artificial intelligence.

The limitation of this study only focuses on 36 students from one eighth-grade class and the instruments used are only observation, questionnaires, and interviews. The claim that the respondents used more than 100 students is not applicable to this study. This study specifically focuses on 36 students. It will be re-selected to form of seven students. These seven students will conduct the interview process.

CONCLUSION

This study found that the implementation of Artificial Intelligence (AI) in English language learning at SMPK 1 Harapan Denpasar has been successfully integrated into the learning process and contributes positively to classroom activities. The use of AI creates a more engaging and interactive learning environment, increases students' enthusiasm, and supports creativity during learning activities. Furthermore, the findings revealed that eighth-grade students had highly positive perceptions toward the use of AI in English language learning. Students perceived AI as a learning support tool that helped them improve vocabulary, grammar, pronunciation, and other English skills, including reading, writing, speaking, and listening. AI was not viewed merely as a tool for obtaining answers but as a learning assistant that supported students' understanding and independent learning processes. However, this study was limited to 36 students from one eighth-grade class and employed observation, questionnaires, and interviews as research instruments.

Based on these findings, several suggestions are proposed. Teachers are encouraged to integrate AI appropriately into classroom learning activities to create more effective and innovative teaching methods. Students are expected to utilize AI responsibly as a learning support tool rather than becoming fully dependent on it. In addition, future researchers are recommended to involve larger samples and investigate both positive and negative perceptions of AI use to obtain broader and more comprehensive findings regarding the implementation of artificial intelligence in educational settings**.**

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