

**EFL TEACHERS' PERSPECTIVE ON THE IMPLEMENTATION
OF AI IN ELT SETTING**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
For Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

SAHDRINA
NPM: 2002050059



UMSU
Unggul | Cerdas | Terpercaya

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2024



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 27 Agustus 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Sahdrina
NPM : 2002050059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : EFL Teachers' Perspective on the Implementation of AI in ELT Setting.

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

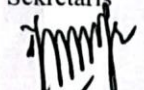
Ditetapkan : (A) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua


Dra. Hj. Syamsuurnita, M.Pd.

Sekretaris



Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.
2. Dr. Rakhmat Wahyudin Sagala, M.Hum.
3. Erlindawaty, S.Pd., M.Pd.

1. 

2. 

3. 



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Sahdrina
NPM : 2002050059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : EFL Teachers' Perspective on the Implementation of AI in ELT Setting

sudah layak disidangkan.

Medan, Agustus 2024

Disetujui oleh:

Pembimbing

Erlindawaty S.Pd., M.Pd.

Diketahui oleh:

Dean

Dra. Hj. Syamsuurnita, M.Pd.

Ketua Program Studi

Dr. Pirman Ginting, S.Pd, M.Hum.

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama : Sahdrina
NPM : 2002050059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : EFL Teachers' Perspective on the Implementation of AI in ELT Setting

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "EFL Teachers' Perspective on the Implementation of AI in ELT Setting" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenarnya.

Medan, Agustus 2024
Hormat saya
Yang membuat pernyataan,



Sahdrina



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Sahdrina
NPM : 2002050059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : EFL Teachers' Perspective on the Implementation of AI in ELT Setting

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
24/06-24	Chapter I (Identification of the problem, The objective of the research)	
10/07-24	Chapter II (page 11) page 14, Conceptual framework	
25/07-24	Chapter III (Method of research)	
28/07-24	Chapter IV (Data Analysis)	
08/08-24	Chapter V Conclusion	
15/08-24	Reference	

Medan, 14 Agustus 2024

Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Erlindawaty S.Pd., M.Pd.)

ABSTRACT

Sahdrina. 2002050059. EFL Teachers' Perspective on the Implementation of AI in ELT Setting. Skripsi. English Education Program Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera

This study investigates the perspective of English teachers regarding the utilization of Artificial Intelligence (AI) as a tool in the English Language Teaching (ELT) setting. The current research employed a convenience sampling technique to choose a sample of 346 students from 12th grade classes at SMAN 16 Medan. Data was gathered by the processing of questionnaires and conducting interviews with the teachers. A subsequent analysis of the data was carried out using SPSS version 29.0. The findings suggest that students support the incorporation of Artificial Intelligence in English Language Teaching (ELT) as a technological tool. Given the limited availability of the incorporation of Artificial Intelligence does not affect individuals' positive view points about the importance of the utilization of Artificial Intelligence as an educational tool. The positive viewpoint of the teachers about implementing Artificial Intelligence into the development of educational tools in ELT Setting. The concern expressed by the teachers on the application of Artificial Intelligence highlight the multitude of the utilization of these tools for learning greatly enhances the efficacy of the learning and teaching process.

Keywords: ¹Artificial Intelligence, ²ELT Setting, ³Teachers' Perspective.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillah, Alhamdulillahirabil"alamin, the Researcher, do not forget to give praise and thanks to Allah Subhanahuwata" ala, who has provided health, benefits, and opportunities to the Researcher until they can complete a Skripsi entitled "EFL Teachers' Perspective on the Implementation of AI in ELT Setting." Shalawat and greetings, the Researcher says to the Prophet Muhammad Sallallahu" Alaihiwassalam, who has brought humans from the age of ignorance to the age of knowledge. In completing this Research, the Researcher encountered many obstacles. However, for the guidance, motivation, assistance, and prayers given by various parties and with the permission of Allah Subhanahuwata", the Researcher can complete this Research,

The researcher realizes that in writing this research, there are still many things that could be improved in content and writing. Therefore, the researcher expects criticism and suggestions from various parties to improve this research for the better so that this research can be helpful for researchers and readers who will conduct research. Therefore, with all humility, the researcher would like to thank her beloved parents, my first loved Mr. Sahnan, as a beloved father, and Mrs. Surep, as a beloved mother, who always provided love, motivation, support, good advice, and blessings, as well as every in addition, the researcher also express their deepest gratitude, especially to the researcher's beloved brothers, Sahrian and Sahrinal who always gives full support to researcher. The researcher does not forget to thank:

1. Prof. Dr. Agussani, M.AP. Rector of University of Muhammadiyah Sumatera Utara.
2. Hj. Dra. Syamsuyurnita, M.Pd. Dean of the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
3. Pirman Ginting, S.Pd., M.Hum. Head of the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. At the same time Supervisor lecturer who provides a lot of help and advice for writing this research until they can be completed.
4. Rita Harisma, S.Pd., M.Hum. The Secretary of the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
5. Erlindawaty, S.Pd., M.Pd. My beloved supervisor lecturer who gives me support and directions to finish my thesis.
6. Mr. and Mrs. Lecturers of the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, who have provided guidance and knowledge to the researchers during lectures.
7. For myself. Sahdrina. Thank you for surviving this far. Thank you for choosing to try and celebrate yourself up to this point, sometimes I feel hopeless about what I have tried and have not succeeded, but thank you for deciding not to give up no matter how difficult the process of writing this thesis is and for completing it as well and as optimally as possible, this is an achievement that should be celebrated for yourself. Always be happy wherever you are, Sahdrina. The journey ahead is still long, there will be

obstacles and processes that will be faced in the future. Whatever your shortcomings and advantages are, let's celebrate and accept ourselves.

8. Sri Rahmi, Ira Syafira, and Siti Nurhaliza my beloved cousin, thank you for supporting the researcher in the process of this thesis, for inviting the researcher to have fun when the researcher was feeling tired in this situation and thank you for giving your love and affection to the researcher. Do not to forget for my beloved and beautiful niece Tarishah Ananda Parinduri, Salwa Zahra Parinduri and Arunika Salsabila. Thank you for supporting the researcher and entertaining the researcher through your funny and adorable naughty jokes.
9. For my best friend, Yvete Fristiyani Hidayah and Nurul Hasanah. Thank you for accepting the researcher with all the chaos in her head when the researcher felt bad things during the writing of this thesis. Thank you for supporting and giving the resercher confidence that the author is able to complete this lecture well.
10. For Meja Bundar Team. Nurul Hasanah, Syaiful Anwar Surbakti, Tarishah Ananda Parinduri, Danda Habila, Rio Syahputra, and Nabila. Thank you for giving full support to the researcher during this education period.

Medan, 27 August 2024

The Researcher

Sahdrina

2002050059

TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENT	v
LIST OF FIGURES	Vii
LIST OF TABLES	Viii
CHAPTER I INTRODUCTION	vii
1.1 Background of Study.....	1
1.2 The Identification of the Problem	4
1.3 Scope and Limitation	4
1.4 Formulation of the Problem	4
1.5 The Objective of the Study	4
1.6 Significance of the Study	5
CHAPTER II REVIEW OF LITERATURE	6
2.1 Theoretical Framework	6
2.1.1 Artificial Intelligence (AI)	6
2.1.2 Artificial Intelligence as a Teaching Tool.....	6
2.1.3 Teachers’ Perspectives	7
2.1.4 English as a Foreign Language	9
2.1.5 English Language Teaching	10
2.2 Conceptual Framework	11
2.3 Previous Relevant Study	13
CHAPTER III METHOD OF RESEARCH	15
3.1 Research Design.....	15

3.2 Location and Time	15
3.3 Subject and Object of Research	16
3.4 Source of Data.....	17
3.5 Research Instrument.....	18
3.6 Technique of Collecting Data	18
3.6.1 Observation	18
3.6.2 Interview	19
3.6.3 Questionnaire	21
3.6.4 Documentation	21
3.7 Technique of Analyzing Data	23
CHAPTER IV RESULT AND DISCUSSION.....	25
4.1 Result.....	25
4.2 Discussion	38
CHAPTER V CONCLUSION AND SUGGESTION	40
5.1 Conclusion.....	40
5.2 Suggestion	42
REFERENCES.....	43
APPENDIXES	47

LIST OF FIGURES

Figure 2.2.1 Conceptual Framework.....	12
Figure 3.7.1 Components of Interactive Data Analysis Data.....	23

LIST OF TABLES

Table 3.2.1 Location and Time	15
Table 3.3.1 Object for Interview	16
Table 3.3.2 Object for Questionnaire.....	16
Table 3.6.2.1 Question for Interview	20
Table 3.6.3.1 Scale Likert Data	22
Table 4.1.1 Demography Sample.....	25
Table 4.1.2 Case Processing Summary	26
Table 4.1.3 Reliability.....	26

CHAPTER I

INTRODUCTION

1.1 Background of Study

Artificial intelligence (AI) undergoes fast evolution on an annual basis. The presence of this entity, accompanied by novel attributes, operations, and visual characteristics, exerts an increasingly significant impact on various facets of human existence, encompassing the realm of education (Luger and Stubblefield, 1993). Artificial intelligence is becoming increasingly involved in educational activities in both at schools and universities (Mulianingsih et al., 2020). Artificial intelligence is becoming increasingly crucial in the progress and development of educational technologies. This has evident ramifications for individuals' work lives in the future.

Regarding the use of technology in education, it can be asserted with accuracy that their full potential for learning objectives has not yet been fully utilized (Helate et al., 2023). Although the current era has seen significant progress, several educational institutions have not yet integrated technology into their teaching and learning methods (Memarian, 2023). However, in the modern era, academic institutions are obligated to utilize technological breakthroughs that simplify the daily tasks of teacher and students (Howard et al., 2022). Schools have the ability to utilize applications or media to streamline tasks such as providing feedback, choosing appropriate learning materials, and aligning the academic curriculum with the students' requirements (Kim & Kwon, 2023). Understanding the operations and algorithms of artificial intelligence (AI) is essential due to its increasing influence on daily life. Consequently, it is important to incorporate AI ideas into early education

Although English as a Foreign Language (EFL) students lack knowledge with some concepts, leading to potential misunderstandings (Baratta, 2022). This can have ramifications for the accents employed by teachers in EFL settings, as they must take into account students' understanding requirements while also recognizing the importance of exposing pupils to a range of dialects to enhance their English language proficiency (Halenko, 2022). This has led to the creation of learning environments that incorporate artificial intelligence. Imparting knowledge and concepts related to artificial intelligence can aid students in developing into well-informed individuals and equipping them for professional opportunities in AI (So, 2022).

Contemporary research focuses on creating ideal educational programmes for young students, with an emphasis on the significance of equipping instructors with the necessary skills to teach artificial intelligence principles (Kim, 2023). Nevertheless, the integration of AI education in many contexts poses numerous obstacles, such as a dearth of proficient educators who possess the skills to develop and impart AI curricula (Huang, 2021). This is due to the novelty of AI in the field of education, compounded by the fact that the majority of instructors did not receive training in AI during their undergraduate studies (Metafaria, 2023). According to the current school of thought, professional development occurs when educational authorities create effective methods to support teachers in engaging in experiential learning that encompasses all areas of knowledge, within real-world instructional settings (Converso, 2018).

EFL teachers can utilize the ideas and propositions presented in this study to enhance their understanding and awareness of the significance of interactional discourse and the positioning of oneself and others in classroom conversations (Lin, 2023). This understanding can contribute to the development of their identity as

teachers and empower them to take initiative and act in a deliberate manner within an educational setting. Furthermore, EFL teachers have the ability to recognize the intricacy and fluidity of their role, professional identity, and influence, all of which are influenced by various internal and external circumstances (Estaji, 2021).

Thus, many teachers struggle to make sense of the abstract ideas involved in artificial intelligence (Deen, 2023). It can be difficult for both teachers and students to fully grasp what artificial intelligence is, how it works, and when it should be used (Khaosravi et al., 2023). In recent decades, there has been an increasing fascination with artificial intelligence (AI) and its effective implementation in the educational process. The behavioural aim and attitudes of teachers are crucial in this context (Darayseh, 2023). The efficacy of the technology acceptance model (TAM) in forecasting the determinants that can either positively or negatively impact individuals' intentions. In addition, integrating these technologies into teaching is in line with the current technology landscape that students have become used to.

To find out the density of information in using artificial intelligence (AI) in English Language Teaching (ELT) setting for English as a Foreign Language (EFL). The analysis carried out focuses on the interview procedure for teachers. The aim is to see the efficacy of implementing artificial intelligence (AI) in teaching English as a Foreign Language (EFL) on the English Language Teaching (ELT) setting in SMA Negeri 16 Medan. The utilization of Artificial Intelligence as an educational tool in the classroom by grade XII students. Chat GPT is a frequently utilized form of Artificial Intelligence for grade XII students. Therefore, researcher is interested in conducting research entitled *EFL Teachers' Perspective on the Implementation of AI in ELT Settings*. The

purpose of this study was to see how the application of artificial intelligence (AI) can make the responsibilities of teacher and students easier.

1.2 The Identification of the Study

1. There are students unable to utilize AI use media or apps to simplify duties.
2. There are some teachers unable to utilize AI as learning tools.

1.3 Scope and Limitation

The scope of this research was using AI as a teaching tool and the limitation of this research focused on the process learning in using Chat GPT. Because, Chat GPT was the one of the famous an application in educational field and student and teacher can get this application easily. The analysis carried out by understanding based on using Chat GPT.

1.4 Formulation of the Study

1. Is the use of artificial intelligence (Chat GPT) effective in English Language Teaching setting (ELT)?
2. How is the using artificial intelligence (Chat GPT) as learning tools for teachers and students?

1.5 The Objective of the Study

Based on the problem of the research, this research intended to describe:

1. To find out the use artificial intelligence (Chat GPT) effective in English Language Teaching (ELT) setting.
2. To explain out how the application of artificial intelligence especially Chat GPT can help the teaching and learning activities between of teacher and students.

1.6 Significance of the Study

Researcher hope that this research provided benefits both theoretically and practically.

Theoretically:

For institution, the findings of this research can contribute to the field of writing, especially scientific writing. The result of this research expected to be useful for:

1. To enlarge the capacity about Implementation AI in ELT Setting
2. As a reference for others research

Practically:

1. Students, as a reference to study about utilization AI in ELT Setting.
2. Teachers, the result of this research can help the teachers to write the source of scientific writing.
3. For researchers, as the reference to do the same research of different point of view.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

2.1.1 Artificial Intelligence (AI)

There has been a growing integration of artificial intelligence in educational settings, including schools and universities (Mulianingsih et al., 2020). The field of artificial intelligence (AI) develops every year. This entity's presence, along with its unique attributes, operations, and visual characteristics has a growing impact on different aspects of human existence, including education (Luger and Stubblefield, 1993). The importance of artificial intelligence in advancing educational technologies cannot be overstated (Zhong,2022). The implications for individuals' work lives in the future are quite clear. AI education delves into the realm of computational thinking and delves into the intricacies of computers' abilities to observe, think, act, learn, make decisions, create, and comprehend the world around them (Jiahong,2022). Younger children, who possess a concrete thinking style and engage in active learning, particularly derive advantages from hands-on methodologies for acquiring knowledge (William et al, 2019).

2.1.2 Artificial Intelligence as a Teaching Tools

In order to create an enriched learning environment, language teachers need to effectively integrate technology into their instruction. Innovative methods prioritize interculturality and internationalization, requiring language teachers to teach creatively and adaptably in diverse settings and with individuals from various cultural backgrounds (Barrata & Halenko, 2022). The presence of artificial intelligence has completely transformed our daily lives, infiltrating our smartphones, the Internet, and the world

around us. In addition, it is highly likely that AI will shape the future of humanity (Somer et al, 2023).

Currently, even though artificial intelligence (AI) has a significant impact on our daily lives, many people do not fully understand AI, including the abilities of machine algorithms to make decisions and the level of human involvement in interactions with AI. The ethical considerations surrounding AI have become a prominent topic of discussion, sparking important conversations (Nissim & Simon 2021). In formal educational settings, like schools and universities, there has been a noticeable rise in the adoption of AI applications. These applications incorporate learning analytics systems and algorithm-based decision-making to improve the learning and teaching process (Agus & Samuri, 2018). ChatGPT is an OpenAI-developed language model that belongs to the GPT (Generative Pre-trained Transformer) family. GPT models utilize transformer designs and are specifically engineered to comprehend and produce text that closely resembles human language, contingent upon the input they are provided (Anderson et al., 2022). One could argue that AI has the potential to enhance automated treatments, building upon the early advancements made in the 1960s. When properly implemented, the latest AI-applications hold great promise for enhancing internet-based treatments and streamlining the work of clinicians. However, it is crucial to consider the potential drawbacks associated with utilizing AI and large language models like Chat GPT in this domain (Epstein and Klinkenberg, 2001).

2.1.3 Teachers' Perspectives

Based on (Deiniatur et al, 2022) Artificial intelligence offers a wide range of pre-designed software for independent digital literacy with ICT (Information, Communication, and Technology) concepts learning. These software tools can be

utilized for interactive discussions and knowledge sharing, contributing to the overall advancement of the educational process. Exploring EFL teachers' perspectives and the impact of on their professional development is crucial for equipping them with the necessary skills to navigate the demands and challenges of incorporating innovative language learning and teaching strategies, new methods, and catering to diverse learning style preferences.

As a result, AI applications play a significant role in enhancing the educational process by influencing content, teaching methods, calendar, and communication. One of the key areas where AI applications are utilized includes:

a. Smart Private Teaching

This pertains to the utilization of AI techniques and applications to simulate private instruction by humans. It involves offering learning exercises that align with a learner's specific knowledge requirements, while also delivering constructive and prompt feedback (Luckin et al., 2016).

b. Adaptive Learning Environments

These methods are founded on the principles of including a wide range of knowledge and tailoring its presentation to accommodate the individual learning styles and preferences of each student. These settings are constructed utilizing soft logic (Colchester et al., 2017).

c. AI-based Assessment

Utilizing AI applications in the creation and editing of tests and performance tasks is highly encouraged. This allows for the determination of the next step in a student's progression (Jin, 2019).

2.1.4 English as a Foreign Language

English is widely taught as a foreign language in schools. Despite years of English language education, it is evident that the desired results have not been achieved. Several factors contribute to this situation, including language, program, method, language education policies, teacher, and student. The physical classroom setting is a significant factor that impacts language education. Exploring the topic further, the aim is to find the perfect classroom environment for language education in high schools (Yildiz, C. D 2020). Given the extensive analysis and ongoing debates surrounding foreign language education, it is clear that the relevance of this topic persists (Haznedar, 2010).

In the era of globalization, it is becoming increasingly difficult to maintain a clear distinction between foreign and second language (ESL) (Bruthiaux, 2003). In countries where English is not an official or first language, educational language policies and curricula have recently shifted towards prioritizing the development of communicative competence as a teaching goal. According to Fruesbag (2018), the education decree emphasizes the importance of schools in ensuring that all students are able to effectively communicate in English, both orally and in writing, upon completing compulsory education.

According to the statement above, English as a foreign language is an essential component in the field of education, and it is becoming increasingly integrated with the use of technology.

2.1.5 English Language Teaching

Language teachers must skillfully incorporate technology into their teaching in order to create effective technology-enhanced learning environments. Emphasizing interculturality and internationalization, innovative pedagogies challenge language teachers to teach in diverse contexts and collaborate with individuals from different cultures in creative and groundbreaking ways. For the past two decades, online intercultural collaboration projects have been successfully implemented in university education, including initial teacher education programs (O'Dowd, 2018).

Cope and Kalantzis (2022) suggest a multiliteracies pedagogy that encompasses a wide range of literacies necessary for creating meaning through several modes, so enabling learners to fully engage in digital communities. Twenty-first century teachers have to be digitally competent and better prepared to engage their students in online collaborative learning. Unfortunately, many trainee language teachers lack the necessary skills to effectively promote online collaborative learning and participatory skills (Hauck & Satar, 2018). English language teaching has seen a rise in the use of technology in teacher education programs. These programs allow teachers to explore and utilize technological tools, while also providing opportunities to develop and reflect on their own techno-pedagogical skills in real-world intercultural settings (Hauck & Kurek, 2017). Therefore, the manner in which individuals utilize language and employ symbolic expressions to create significance can ascertain the efficacy or influence of their words and the effect it has on the world (Kramsch, 2006).

The setting of the classroom should facilitate a structured arrangement where students have the opportunity to collaborate in groups, pairs, or work independently.

There ought to be equipment specifically designed to enhance visual and schematic memory, while also ensuring that learning is retained and remains uninterrupted. Crucially, students ought to be instructed in a classroom that diverges from the other classrooms where they engage passively by silently listening and jotting down notes. Teachers should be equipped with resources that enhance the lesson's appeal, educational value, and enjoyment (Demir, 2020).

Hauck (2019) conducted a study on the development of digital literacy in language teacher education within ELT settings, the study found evidence of improvement in participants' digital pedagogical competence. In his work, (Isik, 2008) delved into the history of foreign language teaching, specifically focusing on its connection to schools and teachers. He pointed out the flaws in the foreign language teaching education system, the resulting administrative issues, and the shortcomings in language planning that have led to failures, despite the considerable efforts made. Acquiring proficiency in a language is a lengthy process, and achieving native-like fluency necessitates dedicated immersion in the language. Hence, foreign language instructors prioritize this matter, as creating a conducive classroom environment in all aspects is crucial for effectively imparting foreign language education.

2.2 Conceptual Framework

This research conducted under linguistic theory. Providing a descriptive analysis of the in utilization of artificial intelligence as a tool in English as a foreign language in English language teaching setting. This research will use main indicators in analysing the linguistic theory. The indicator is investigating utilization artificial intelligence is

helping or distracting to development a learning in English language teaching. The following figure will explain the conceptual framework of this study.

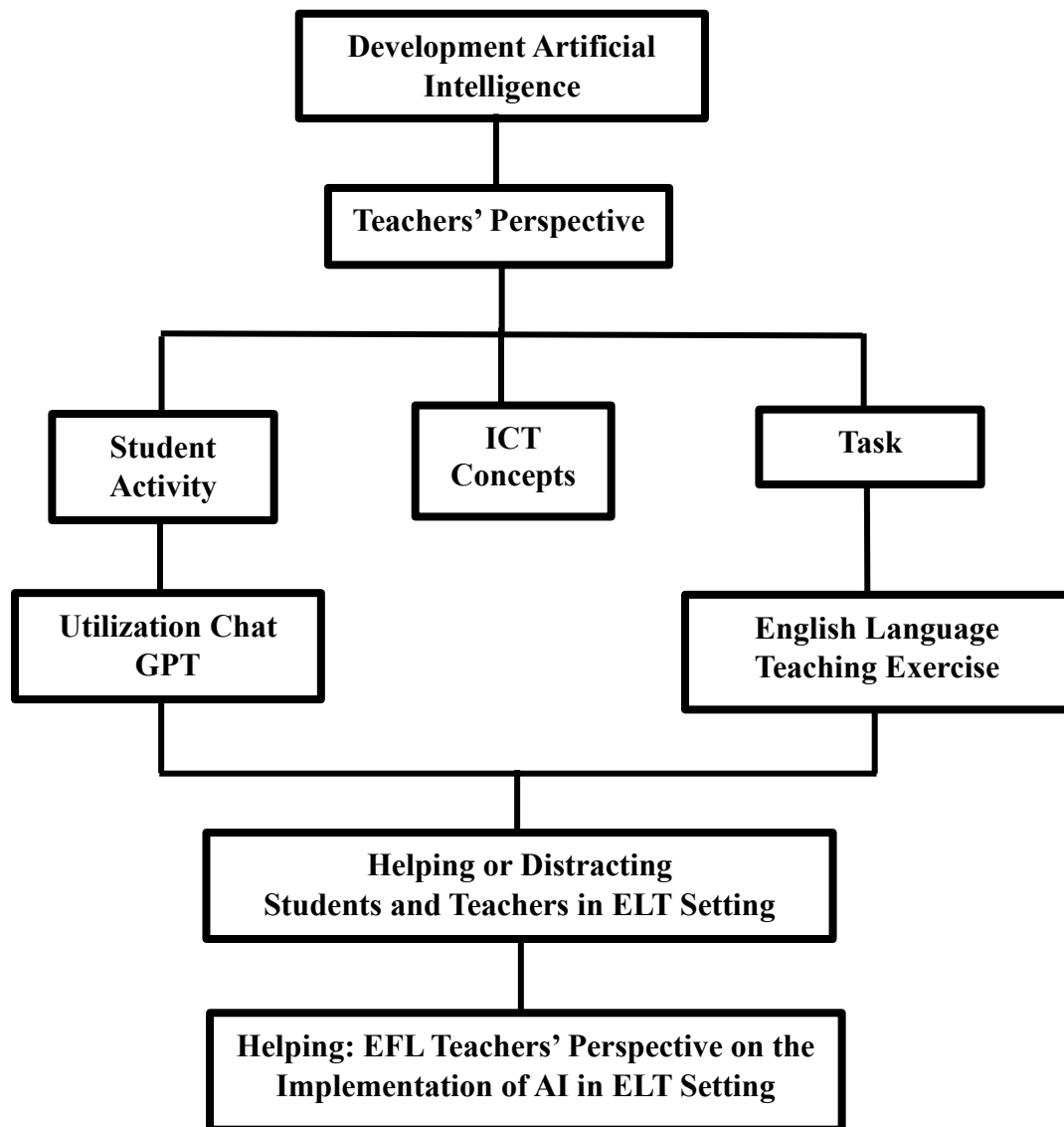


Figure 2.2.1 Conceptual Framework

2.3 Previous Relevant Study

There are some previous studies relate to this research including:

(1) Acceptance of artificial intelligence in teaching science: Science teachers' perspective (2023) by Darayseh Abdulla published in Emirates Arab Journal Computer and Education. This research explores into the perspective of teachers on effectively implementing artificial intelligence in the educational process. This study seeks to investigate the impact of artificial intelligence on the effectiveness of using AI applications in education. The research being conducted shares similarities with the researcher's own work, although there are distinctions in terms of data sources, research methodology, and the specific journals that will be compared.

(2) Exploring an AI-based writing Assistant's impact on English language learners (2022) by John Murice Gayed et al Published in Tokyo, Japan Journal Computer and Education. This study explores into the realm of artificial intelligence and its application in the field of writing. This study seeks to investigate the impact of incorporating artificial intelligence in writing on student engagement and learning outcomes. This study shares similarities with ongoing research being conducted by other researchers. In order to conduct research, researchers will be exploring the application of artificial intelligence in the field of writing. In order to better understand its application, the researcher will conduct a comparison to determine the effectiveness of utilizing artificial intelligence in education.

(3) The role of educational initiatives in EFL teacher professional development: a study of teacher mentors' perspectives (2023) by Abdul Aziz Mohammed Ali Al Deen published in Riyadh, Saudi Arabia Journal Heliyon. This study focuses on the development of English as a Foreign Language (EFL) research. It aims to provide a comprehensive analysis and exploration of the topic. This research seeks to explore the impact of educational initiatives on the professional development of language teachers, as perceived by the teachers themselves. The study will center around involving a group of high school students who are learning English as a foreign language (EFL).

This research is similar to research that was conducted by researcher. In this study, researcher analyzed the use of artificial intelligence on the ELT setting. To analyze this research, researchers interviewed the teacher. Researcher focussed to know whether artificial intelligence effective on the ELT setting. Descriptive qualitative methods were used in this research.

CHAPTER III
RESEARCH OF METHODOLOGY

3.1 Research Design

This study utilized quantitative descriptive research methods to investigate deeply into the subject matter by tracing data. The focus on comparing the impact of using artificial intelligence in creating lessons and its effects on students. According to Creswell (2018), quantitative descriptive research includes the fusion of qualitative and quantitative research methods. A mixed methods design is employed by researchers to combine quantitative and qualitative data, resulting in a full understanding of the research problem. In this strategy, the researcher gathered both types of data simultaneously and then combined the information to analyse the overall findings as objectively and systematically.

3.2 Location and Time

This research conducted at SMAN 16 Medan in Jl. Kapten Rahmad Buddin, Terjun, Kec. Medan Marelan, Kota Medan, Sumatera Utara 20255. The data was taken on 5th August until 8th August 2024.

No	Date	Activity
1	05th August 2024	I did some interview with two English teachers in teacher's office in the break time, and then I got three classes to spread the questionnaire, the classes included from <i>Magellan</i> , <i>Milky Way</i> , and <i>Pin Well</i> .

2	06th August 2024	I got time to spread the questionnaire on the four classes, the classes included from <i>Ursa Mayor</i> , <i>Sun Flower</i> , <i>Circunus</i> and <i>Sumbrero</i> .
3	07th August 2024	I got time to spread the questionnaire on the two classes, the classes included <i>Triangullum</i> and <i>Cartwell</i>
4	08th August 2024	I got time to spread the questionnaire on the two classes, the classes included <i>Andromeda</i> and <i>Black Eye</i>

Table 3.2.1 Log Book

3.3 Subject and Object of Research

Subject and Object of research is very important for this research. So, the researcher did the collaboration between the students and English teacher at SMA Negeri 16 Medan and the object of the research is 346 students in XII grades attend eleven classes and two English teachers.

Table 3.3.1 Object for Interview

No	Subject	Note
1	Dra. Nurul Fitri M.Pd	English Teacher
2	Jumiati M.Pd	English Teacher

Table 3.3.2 Object for Questionnaire

No	Class	Total
1	Ursa Mayor	33 Students
2	Triangullum	33 Students

3	Sun Flower	33 Students
4	Sumbrero	33 Students
5	Pin Well	32 Students
6	Milky Way	32 Students
7	Magellan	30 Students
8	Circunus	31 Students
9	Cartwell	29 Students
10	Andromeda	30 Students
11	Black Eye	30 Students

3.4 Source of Data

The research data that utilized focuses on the implementation of artificial intelligence on using Chat GPT, as observed in various linguistic landscapes found in reputable journals. The data are taken in SMA Negeri 16 Medan with the objects are 346 students in XII grade and 2 English teachers and with some instruments for the data collection are observation, interview, questionnaire, and the last documentation. For observation, research got the data with mobile phone for took pictures and secondary data for the collect the name of students. Structured interview used Moelong (2005) Theory and the object is English teacher. Questionnaire used Sugiyono (2017) theory and the object is student XII grade. And for the documentation with Murdiyanto (2020) theory it for collect the image in research process.

3.5 Research Instrument

An interview is a kind of dialogue conducted by an interviewer get information from the interviewee. Interviews used interview structure who conduct in a face-to-face format using a standard set of questions to obtain data to collect because similar questions were also ask to each participant (Moleong, 2005). Question opened, allowing respondents to express student own opinions personal point of view (Sugiyono, 2014). And a quantitative methodology was employed to gather and analyse the data acquired from all respondents. The researchers devised the questionnaire and completed it and then spread the questionnaire with eleven classes in SMA NEGERI 16 MEDAN, included by; *Ursa Mayor, Triangullum, Sun Flower, Pin Weel, Sumbbrero, Milky Way, Magellan, Circunus, Cartwell, Andromeda, and Black Eye.*

3.6 Technique of Collecting the Data

In collecting data, the researcher collected the data through several techniques by Sugiono's theory (Alfabeta Prof. Dr. Sugiyono, 2020, p. 297), namely observation, interview and documentation.

3.6.1 Observation

During the observation, the researcher carefully chose a group of students from one and another classes. According to Nugrahani (2014), the initial stage involves making general observations about the topic of study and then narrowing down the focus and documenting the findings. The first step in collecting data in this research is observation. Researchers conducted observations to examine how artificial intelligence could be implementation in the ELT setting. They established guidelines for the research subjects and data collection. In order to

narrow down the scope of the research, the researcher focussed XII Class. The researcher examined how the utilization of artificial intelligence can be helping or distracting in ELT Setting.

3.6.2 Interview

According to Moleong (2005), an interview is a conversation with a specific purpose carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions. An interview is a verbal exchange in research where two or more individuals directly communicate by asking and answering questions face to face. This interview refers to the process of gathering data through in-person verbal questioning with individuals as required or requested. Sugiyono (2016) categorizes interviews into three types: structured, semi-structured, and unstructured.

a. Structured Interview

A structured interview refers to an interview format where the entire procedure is led by a pre-established list of questions. A structured interview is a research method where a researcher asks a series of classified questions to respondents, which need specific and concise answers. Researchers can introduce flexibility in responses by employing open-ended questions that do not require a set sequence, provided that the questions are planned by the researcher. The aim structured interview for help interviewer to prepare the question and prepare the already with interviewee condition order to the process was be flexible.

b. Semi – Structured Interview

Semi-structured interviews utilize an interview guide that focuses on specific developmental concerns to pose questions, providing greater adaptability in contrast to structured interviews. This type of interview is designed to uncover difficulties in a more honest and direct way, by actively seeking the viewpoints and ideas of the person being interviewed.

c. Unstructured Interview

Unstructured interviews are conducted without the use of systematically constructed interview guidelines. Instead, only a basic sketch of the questions to be asked is utilized for data gathering. Unstructured interviews are characterized by their uninterrupted and non-systematic nature. This technique is typically employed to gather non-standard or diverse information, allowing for a more flexible interview time and response format compared to structured interviews.

Structured interviews are commonly employed by researchers as they come prepared with a set of well-crafted questions for the interviewee.

Table 3.6.2.1 Question for Interview

No	Question for Interview
1	As a teacher in current era, what do you know about AI?
2	What do you think about using AI is the one of thing is need for teacher and students in ELT Setting?
3	Is the learning to be effective if we use AI as the teaching tool?

4	In the current era, students have to learn with technology so what are the difficulties of you to share it for the students
5	Teacher has to know and learn about the newest thing in every session of learning. So, how the way to make that using AI are easy for teacher and students?
6	Is the EFL student have to learn with AI?
7	In ELT Setting teacher and student must have the ability to utilize technology is well. Please elaborate your opinion!
8	In your opinion, what needs to be improved in education in SMA NEGERI 16 MEDAN?
9	Please give the suggestion for the ELT Setting in SMA NEGERI 16 MEDAN!

3.6.3 Questionnaire

Sugiyono (2017) defines a questionnaire as a method of gathering data in which respondents are provided with a series of questions or written statements to react to. Question types in questionnaires are categorized into two distinct categories: open-ended and closed-ended. Open-ended questions require respondents to provide detailed descriptions in their answers. In contrast, closed questions are those that require brief responses or require respondents to select a single answer option from the offered choices for each question. Every questionnaire question that requires responses in the form of nominal, ordinal, interval, and ratio data is considered a closed question.

The questionnaire utilized in this investigation is a closed questionnaire, as it requires respondents to select only one of the responses that is deemed right. A research instrument is a specialized tool utilized by researchers to quantitatively assess a

phenomenon that has transpired. The data collection tool utilized in this study is a questionnaire, consisting of a written compilation of statements designed to gather data through respondents' answers. The Likert scale is employed to assess the attitudes, views, and perceptions of an individual or a collective about social phenomena. The Likert scale employed in this study encompasses a range of scores from 1 to 5, enabling a definitive determination of respondents' inclination towards agreement or disagreement. In order to ensure the respondent answer more relevant, (Sugiyono, 2014).

Table 3.6.3.1 Scale Likert Score

NO	ANSWER	SCORE
1	Strongly Disagree (SD)	1
2	Disagree (D)	2
3	Neutral (N)	3
4	Agree (A)	4
5	Strongly Agree (SA)	5

Sources: Sugiyono (2014:58)

3.6.4 Documentation

Facts and data from the results of the utilization artificial intelligence in field notes contained in the exercise stored in the form of documentation. According to Murdiyanto (2020) documentation serves as a valuable source of data for research purposes. It can take the form of written materials or images, providing essential information to enhance the research process. Researchers gathered data by taking detailed observations on the teachers' viewpoint regarding the progress of artificial intelligence in the educational setting.

3.7 Technique of Analyzing the Data

Milles and Huberman (2014) theory used to produce results and conclusions. This approach comprises three parallel streams of activity, which are as follows: (1) Data Condensation, (2) Data Display, and (3) Drawing and Verifying Conclusions. There are components of interactive data analysis model will take by following steps:

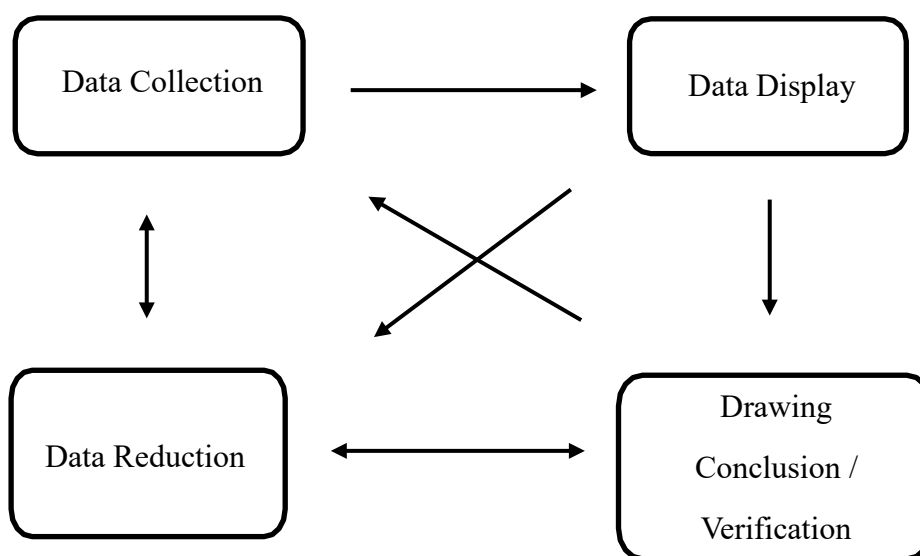


Figure 3.7.1 Components of Interactive Data Analysis Data

a. Data Collection

Data collection strategies included observation and documentation. All the data have one thing in common: their interpretation is heavily reliant on the researcher's capacity to integrate and comprehend information. Because the collected data is rarely numerical, comprehensive, and long, interpretation is required.

b. Data reduction

Data reduction involved the process of selecting, concentrating, simplifying, abstracting, and presenting information from a vast collection of written field notes, papers, and other empirical material. This study will focus on gathering data from the application of artificial intelligence, specifically Chat GPT.

c. Data Display

When it came to writing an article, it's important to provide a detailed and expanded explanation of the subject matter. In this case, data display refers to a well-organized and concise presentation of information that allows readers to draw conclusions about various plots and actions. The presentation will inspire us to better understand the situation and take appropriate action based on that understanding. In addition to the conventional extended text, the display can also be presented in various formats such as tables, matrices, graphs, diagrams, or networks. The purpose of this presentation is to present the research findings in a manner that is easily understandable for the readers. In this study, the data display design will be presented in the form of text notes.

d. Drawing and Verifying Conclusions

In order to concluded up, the researcher would be thoroughly analyze, combine the different categories, and determine the specific type within those categories. Following this, the text will proceed to provide a more detailed and descriptive account. In conclusion, the researcher will provide a detailed analysis of the research's findings and draw a final conclusion.

CHAPTER IV
RESULT AND DISCUSSION

4.1 Result

The use of artificial intelligence (AI) is highly valuable in the field of education, particularly in increasing the teaching and learning experience within schools. Collecting surveys from students offers a great opportunity to gather valuable insights and helpful feedback. The questionnaire design seeks to gather insights from students regarding their learning experiences using AI, particularly with Chat GPT. This questionnaire is an essential tool for fostering a dynamic and flexible educational environment. This aim to collect students' perspectives on their learning experience with Chat GPT through this survey, with the goal of gaining a deeper understanding of their viewpoints.

Table 4.1.1 Demography Sample

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	139	40,2%	40,2%	40,2%
Female	207	59,8%	59,8%	100,0%

The percentage figure shown above demonstrates that out of the entire student population in class XII of SMA Negeri 16 Medan, the questionnaires completed by students categorized by gender were 139 male and 207 female. Teachers' perspective on the utilization of AI, especially Chat GPT also agrees that in the current era, the use of technology must be implemented effectively to ensure that students as well as teachers can enhance educational techniques Correctly. Implementing Chat GPT into ELT settings can assist in empowering students and teachers to utilize preferred learning methodologies, therefore fostering

experience and proficiency in utilizing AI as an educational tool.

The participants in this study responded to a questionnaire administered through a Google Form. Additionally, individual interviews were conducted with the teachers. The findings from these interviews presented and analysed in the following chapter, focusing on teachers' perspective of using Artificial Intelligence In ELT Setting. The survey comprises 10 indicator statements that encompass many aspects, such as the utilize Artificial Intelligence (Chat GPT) as a tool component for the learning teaching process, the implementation is helping or distracting and the students of XII classes got the helping with using Chat GPT as the learning tool. Based on the reliability test result, the value of Cronbach's alpha is more significance than 0.92 as shown in Table 1, which offers the reliability for the questionnaire. While closed question were analysed using SPSS version 29.0

Table 4.1.2 Case Processing Summary

		N	%
Cases	Valid	346	100.0
	Excluded ^a	0	.0
	Total	346	100.0

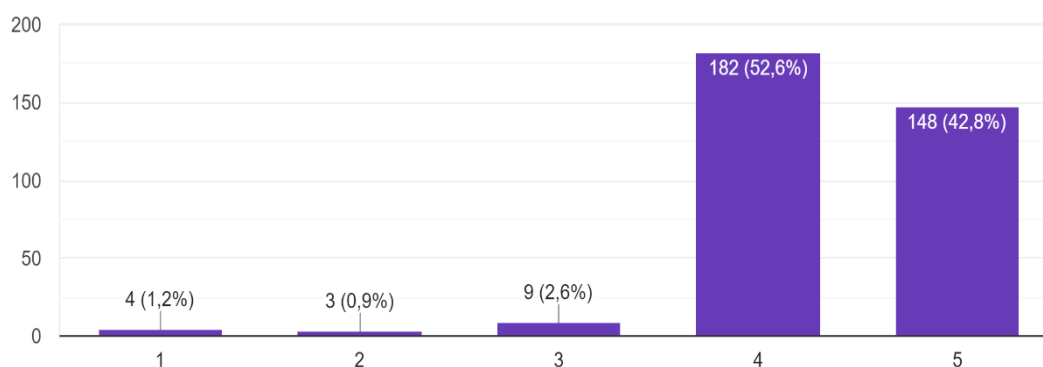
Table 4.1.3 Reliability

Cronbach's Alpha	N of Items
.920	10

The researcher utilized a Likert scale from Podsén (1997) on the questionnaire sheet to assess the opinions of teachers. The scale included various options for each question, ranging from strongly disagree (SD) to strongly agree (SA). Values assigned to positive statements range from 1 to 5, with 1 representing the lowest value and 5 representing the highest value. When it comes to negative statements, the scale is scored in the opposite way. The assertions within the questionnaire explore the key elements of successful tool in ELT Setting.

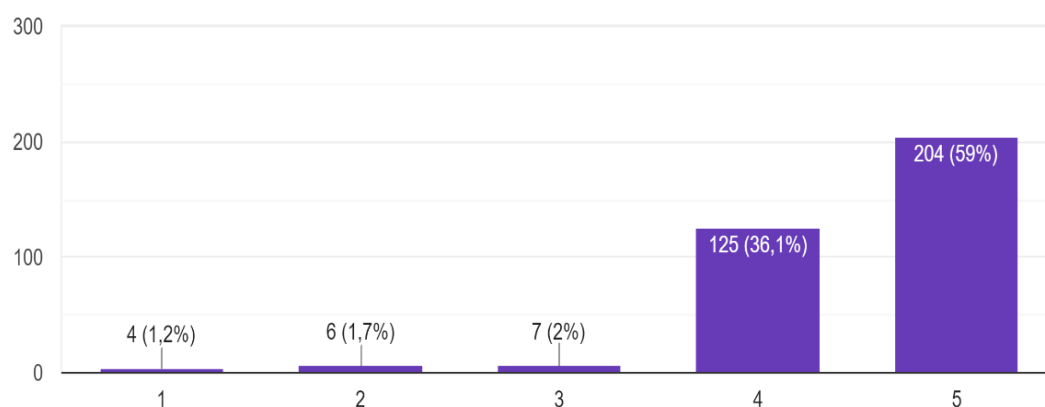
4.1.4 Figure Students often use AI in ELT Setting

The result that there are 4 students strongly disagree (1), 3 students disagree (2), 9 students neutral (3), 182 students agree (4) and 148 students strongly agree (5) so the graphic show almost all students agree that they always using AI in ELT Setting because their daily activity in the school utilized Chat GPT in their learning process especially in ELT setting. The students and teachers using often using AI in learning process as the one of the rules that every students and teacher have to know the utilization Artificial Intelligence at the school.



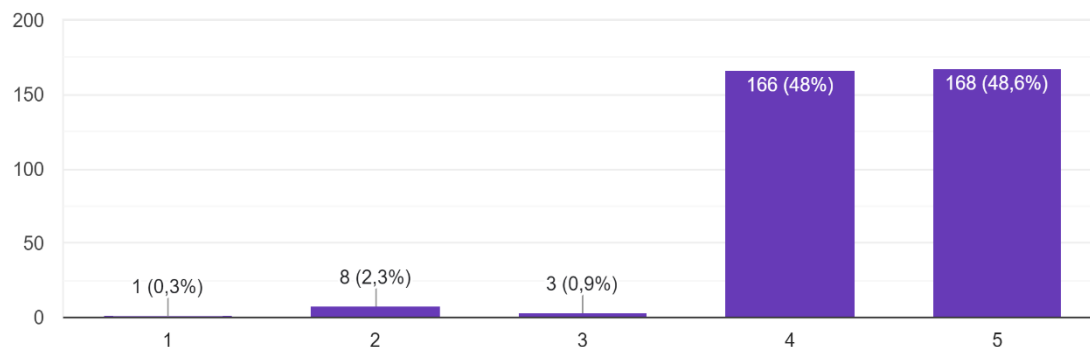
4.1.5 Figure Students use Chat GPT for difference type to study in ELT Setting

The results that there are 4 students strongly disagree (1), 6 students disagree (2), 7 students neutral (3), 125 students agree (4) and 204 students strongly agree (5) so the graphic show almost all students agree that use chat GPT for difference type to study in ELT Setting because in the current era students have to knowing more about the newest technology, so using Chat GPT can help us to know that chat GPT has the difference type to study in ELT setting.



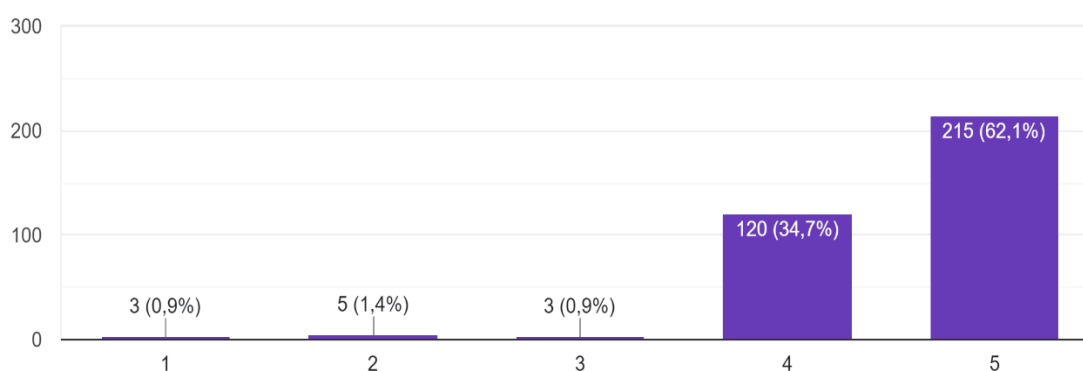
4.1.6 Figure Chat GPT help teacher and student in learning teaching activity especially in ELT Setting

The results that there are 1 student strongly disagree (1), 8 students disagree (2), 3 students neutral (3), 166 students agree (4) and 168 students strongly agree (5) so the graphic show almost all students strongly agree that use Chat GPT can help teacher and student in learning teaching activity especially in ELT setting because students and teacher be modern version.



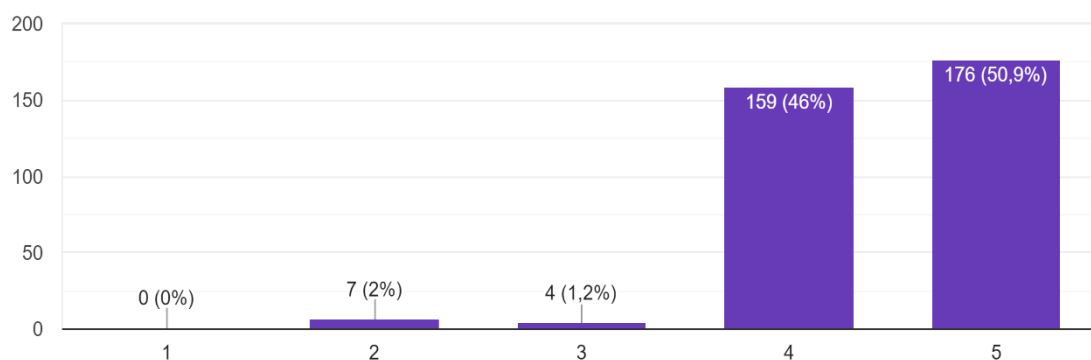
4.1.7 Figure Chat GPT help students to increase knowledge in current era

The results that there are 3 students strongly disagree (1), 5 students disagree (2), 3 students neutral (3), 120 students agree (4), and 215 students strongly agree (5) so the graphic show almost all students strongly agree that Chat GPT help students to increase knowledge in current era because as the students we have to that the newest thing in using technology can help them to make the capability in using artificial intelligence. Despite the changes that develop in education, both students and teachers must be informed about developing their capabilities in preparation for future innovations.



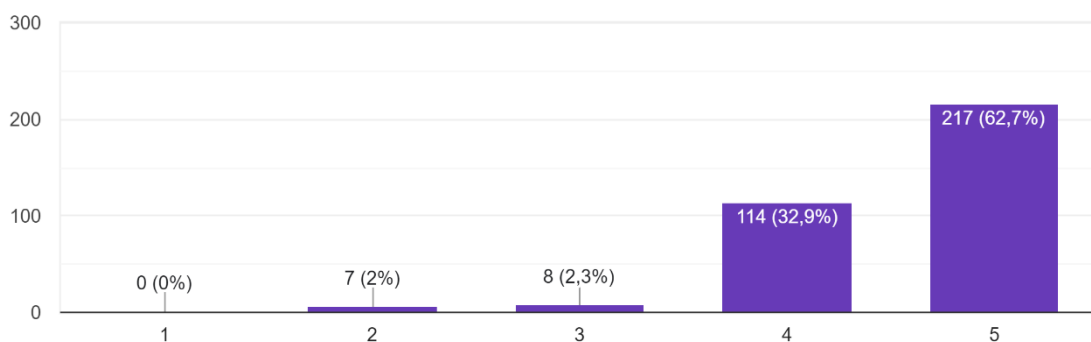
4.1.8 Figure Chat GPT improves the student quality in learning English process

The results that there is 0 student strongly disagree (1), 7 students disagree (2), 4 students neutral (3), 159 students agree (4), and 176 students strongly agree (5) so the graphic show almost all students strongly agree that Chat GPT improves the student quality in learning English process. Because it can make them as the innovative human in the future to face the all in the develop version in education field.



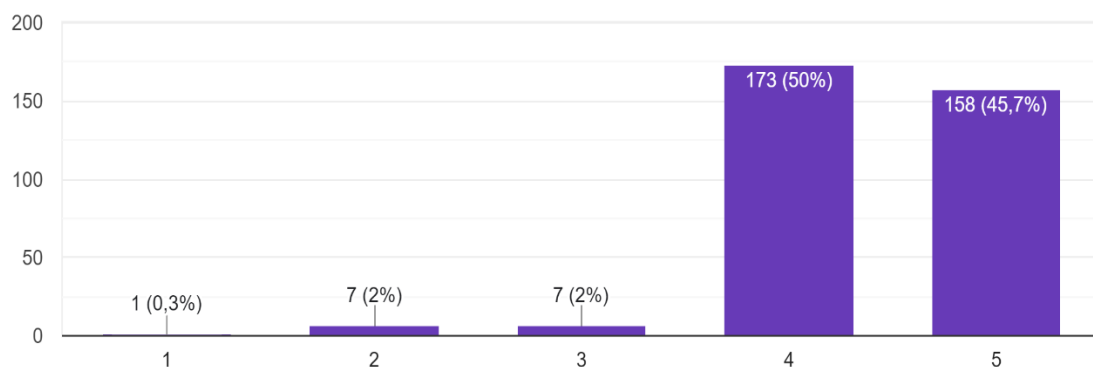
4.1.9 Figure Chat GPT is the important technology who help students in learning teaching process

The results that there is 0 student strongly disagree (1), 7 students disagree (2), 8 students neutral (3), 114 students agree (4), and 217 students strongly agree (5) so the graphic show almost all students strongly agree that Chat GPT is the important technology who help students in learning teaching process. Because chat GPT can show many information and give the big information for students for learning process.



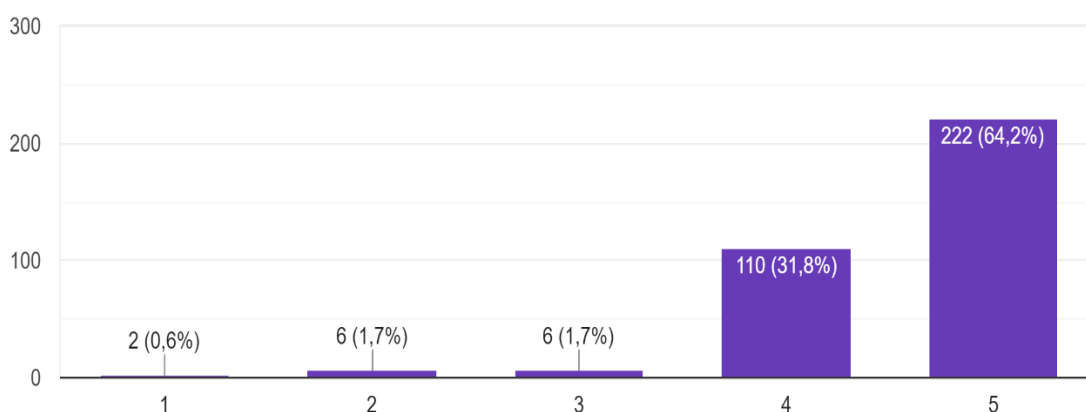
4.1.10 Using Chat GPT make students feel confidence and happy in learning teaching process.

The results that there is 1 student strongly disagree (1), 7 students disagree (2), 7 students neutral (3), 173 students agree (4), and 158 students strongly agree (5) so the graphic show almost all students agree that students feel confidence and happy to search some answer using Chat GPT. Because it help students to get the new word and help students to increase the knowledge in every learning process so using chat GPT, students feel confidence to answer some questions.



4.1.11 Figure Chat GPT is the one of many AI who can give the contribution for students and teacher.

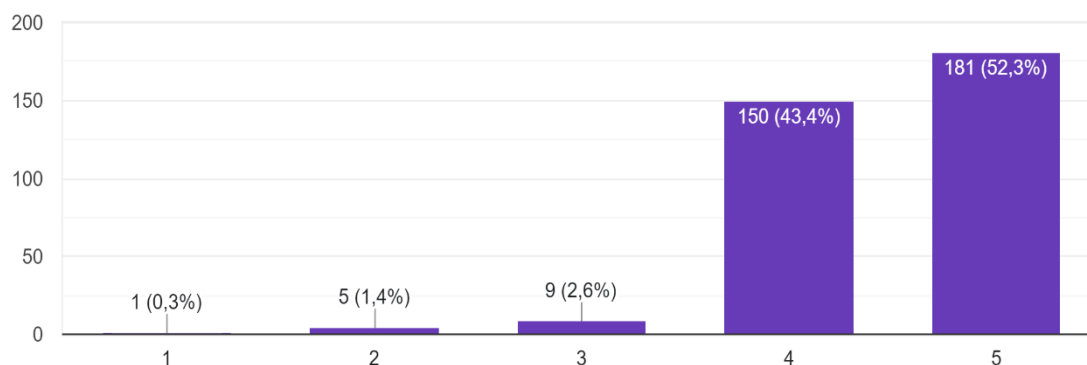
The results that there are 2 students strongly disagree (1), 6 students disagree (2), 6 students neutral (3), 110 students agree (4), and 222 students strongly agree (5) so the graphic show almost all students strongly agree that Chat GPT is the one of many AI who can give the contribution for students and teacher. Because the one of easy got technology of artificial intelligence is the Chat GPT so this application can give the contribution for students and teacher.



4.1.12 Figure Using Chat GPT make students feel happy in learning teaching process

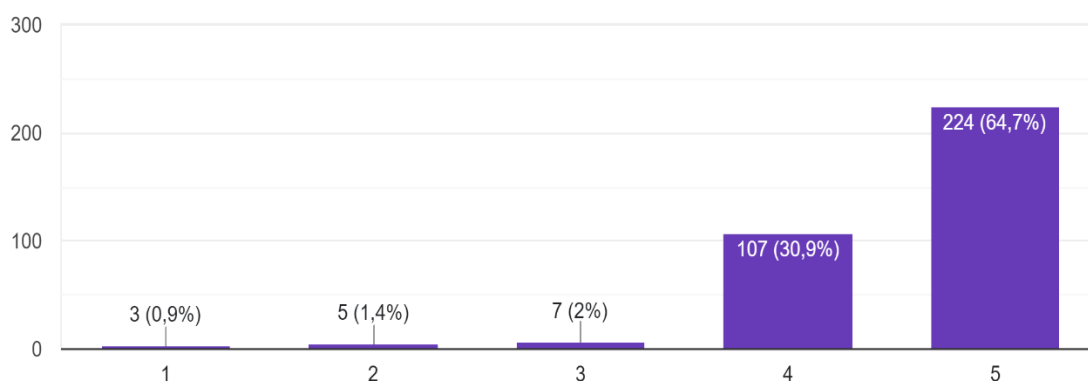
The results that there is 1 student strongly disagree (1), 5 students disagree (2), 9 students neutral (3), 150 students agree (4), and 181 students s(5) so the graphic show almost all students strongly agree that using Chat GPT make students feel happy in learning teaching process. Because students feel easy to learn about English and search the wide connection in English can deserve

better than without using chat GPT. It means like that using chat GPT can give the good way to learning English in ELT setting.



4.1.13 Figure I would recommend Chat GPT to my friend use AI for study in ELT Setting

The results that there are 3 students strongly disagree (1), 5 students disagree (2), 7 students neutral (3), 107 students agree (4), and 224 students strongly agree (5) so the graphic show almost all students strongly agree that they would recommend Chat GPT to their friend use AI for study in ELT Setting. Because chat GPT have many advantages for students and teacher so teacher want to share and recommend the application for other people.



4.1.14 Data of Interview

The interview findings acquired from discussions done by researchers with data sources, specifically teachers, are as follows:

1. As a teacher in the current era, what do you know about AI?

Answer: Teacher¹ as a teacher di zaman searang, I believe that AI applications have the potential to greatly assist students in their academic pursuits. aplikasi ini dapat menyediakan cara yang lebih mudah diakses dan nyaman bagi siswa untuk belajar. Teacher² as a teacher in the current era of technology, I strongly feel that the menggunakan AI dapat holds incredible potential in providing substantial support to students in their study habits. Alat belajar ini menawarkan metode yang lebih sederhana dan mudah for students to study and acquire knowledge.

2. What do you think about using AI is the one of thing is need for teacher and students in ELT setting?

Answer: Teacher¹ artificial intelligence has the potential to offer pelajaran yang dipersonalisasi dan disesuaikan dengan masing-masing siswa, sehingga mereka dapat mengembangkan keterampilan sesuai dengan kemampuan unik mereka. Kecerdasan buatan juga mendorong penggunaan teknologi yang efektif dan mendorong keterbukaan terhadap pemanfaatan AI sebagai metode pembelajaran modern. Teacher² Kecerdasan buatan memiliki kapasitas untuk memberikan instruksi individual yang dirancang untuk setiap siswa, yang memungkinkan mereka untuk meningkatkan bakat mereka berdasarkan bakat mereka yang berbeda. furthermore, hal itu mendorong pemanfaatan teknologi

yang efisien dan menciptakan sikap reseptif terhadap penggabungan kecerdasan buatan sebagai pendekatan pembelajaran kontemporer.

3. Is the learning to be effective if we use AI as the teaching tool?

Answer: Teacher¹ it depends on the particular needs of the teacher and students whether AI can be helpful. Tapi bagaimanapun, ini dapat dikatakan effectiveness is contingent upon the appropriate utilization and the mutual agreement between the teacher and students regarding its use. Teacher² the usefulness of AI is based on the specific requirements of the teacher and students. However, its efficacy depends on the proper utilization and the mutual agreement between the teacher and students in its use.

4. In the current era. Students have to learn with technology. What are the difficulties of you to share it for the student

Answer: Teacher¹ sangat penting untuk memberikan pengetahuan teknologi kepada siswa guna membantu mereka memahami pelajaran more effectively. Teacher² memberikan siswa keterampilan teknologi dapat membantu meningkatkan kesadaran mereka terhadap pelajaran. Sangat penting bagi siswa dan guru untuk memahami pentingnya technology in educational field.

5. Teacher has to know and learn about the newest thing in every session of learning. So, how the way to make that using AI is easy for teacher and students?

Answer: Teacher Sebenarnya guru dan siswa perlu berpartisipasi dalam kegiatan pendidikan rutin menggunakan teknologi AI, khususnya

menggunakan GPT Chat, for learning process and create a more comfortable environment. Hal ini akan memungkinkan guru dan siswa dapat menerapkan teknologi secara efektif. Teacher² baik guru maupun siswa perlu terlibat dalam kegiatan pendidikan yang sering menggunakan teknologi AI seperti GPT Chat. Hal ini tidak hanya akan meningkatkan pengalaman belajar tetapi juga menumbuhkan lingkungan yang lebih kondusif dan nyaman. By effectively applying the technology, both sides will be able to maximize its benefits.

6. Is the EFL students have to learn with AI?

Answer: Teacher¹ memang, sangat penting bagi kita sebagai guru untuk membekali diri kita and our students with the necessary skills and knowledge to adapt to the advancements in Artificial Intelligence technology, which is increasingly relevant in the modern day. Teacher² sangat penting bagi para guru untuk membekali diri mereka dan siswa mereka dengan keterampilan dan pengetahuan penting untuk mengikuti perkembangan teknologi Kecerdasan Buatan yang terus berkembang sangat relevan di era modern seperti sekarang ini.

7. In ELT setting teacher and student must have the ability to utilize technology is well. Please elaborate your opinion?

Answer: Teacher untuk mengikuti perkembangan bidang teknologi Kecerdasan Buatan (AI) yang terus berubah, dan sangat relevan di era modern ini, very important for teacher untuk membekali diri mereka sendiri dan siswa mereka dengan keterampilan dan pengetahuan yang diperlukan. Teacher² don't forget for teacher that keterampilan dan

pengetahuan yang diperlukan untuk tetap mengikuti perkembangan bidang AI yang cepat berubah, yang sangat relevan di era saat ini. Karena itulah yang harus diketahui guru zaman sekarang sebagai tuntutan di dunia pendidikan ini.

8. In your opinion, what needs to be improved in education in SMA NEGERI 16 MEDAN?

Answer: Teacher¹ saya yakin bahwa penggunaan teknologi di sekolah dapat meningkatkan proses pembelajaran secara keseluruhan. Memasukkan sumber daya dan alat digital ke dalam pelajaran dan membiarkan siswa menggunakan platform pembelajaran daring untuk meningkatkan pendidikan mereka adalah dua cara untuk melakukannya. Dengan berfokus pada bidang-bidang ini, SMA Negeri 16 Medan dapat meningkatkan pelajaran yang ditawarkannya dan mempersiapkan siswanya dengan lebih baik untuk menghadapi kesulitan yang akan mereka hadapi di masa mendatang. Teacher² because we told about technology so adding more technology to the classroom can help students learn better. This means using digital tools and materials in the classroom and giving students access to websites that can help them learn more. These are the things that SMA Negeri 16 Medan can work on to improve its lessons and prepare its students for the tough times they will face in the future.

9. Please give some suggestion for the learning setting in SMA NEGERI 16 MEDAN!

Answer: Teacher this means using digital tools and materials in the classroom and giving students access to websites that can help them learn more. Inilah hal-hal yang dapat dilakukan SMA Negeri 16 Medan untuk meningkatkan pembelajarannya dan mempersiapkan siswanya menghadapi masa-masa sulit yang akan mereka hadapi di masa mendatang. Teacher² ayo bersama – sama dalam mengeksplorasi seluk-beluk teknologi, dengan fokus khusus pada AI, dan temukan bagaimana kita dapat memanfaatkan kekuatannya untuk meraih kesuksesan di era modern ini.

4.2 Discussion

The objective of this study was to determine the impact of implementing AI technology in the educational field on both teachers and students, specifically examining whether it is beneficial or detrimental. A study conducted by researchers reveals important insights into teachers' perspectives on implementing AI in an ELT setting to enhance students' learning outcomes (Marylin, 2013). Specifically, the study focuses on the experiences of XII students at SMA Negeri 16 Medan. Thus, it can be deduced that the use of artificial intelligence, particularly Chat GPT, can be beneficial in the field of English language teaching. This technology has the potential to enhance the technological proficiency of both teachers and students, thereby positively influencing the learning outcomes in the teaching and learning process. There are 346 students in the XII class at SMA Negeri 16 Medan. Literally 290 students strongly agree that the utilization of AI in the implementation can greatly assist students (Creswell,2018).

Based on a study conducted by researchers at the school, it has been found that the use of quantitative descriptive methods involves distributing interview and questionnaires or surveys. These methods are then combined with the EFL Teachers' perspective on the implementation of AI in an ELT setting can be beneficial or distracting for class XII students of SMAN 16 MEDAN. This study aims to investigate the significance of technology in the historical era and the necessary preparations for students and teachers to effectively navigate technological advancements and contribute to a successful and promising future.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In this chapter the researcher exploring the findings to knowing the implementation AI as the technology in digital era with all of the form to help students and teacher can face the future in education field.

1. The contribution of artificial intelligence in the advancement of educational technologies is becoming increasingly significant. These implications will undoubtedly have a significant impact on individuals' professional careers moving forward. When it comes to the integration of technology in education, it is clear that its complete potential for enhancing learning outcomes has not been fully realized. Despite the advancements made in recent times, a number of educational institutions have yet to incorporate technology into their teaching and learning approaches.
2. To foster a stimulating learning setting, language educators must effectively incorporate technology into their teaching methods. Modern teaching approaches emphasize the importance of interculturality and internationalization, which means that language teachers must be able to teach in a creative and adaptable manner, catering to the needs of students from different cultural backgrounds and in diverse settings.
3. Chat GPT models are designed with transformer architectures and are specifically engineered to understand and generate text that closely mimics human language, depending on the input they receive.

4. It is essential to investigate the perspectives of EFL teachers and how it affects their professional growth in order to provide them with the necessary abilities to handle the requirements and difficulties of integrating innovative language learning and teaching techniques, new approaches, and meeting the needs of various learning style preferences.
5. English is extensively instructed as a second language in educational institutions. Despite receiving years of English language education, it is clear that the intended outcomes have not been attained. Multiple factors contribute to this circumstance, encompassing language, program, method, language education policies, instructor, and student. The physical environment of the classroom has a crucial role in influencing language education.
6. The setting of the classroom should be designed to promote a structured arrangement that allows students to engage in collaborative group work, work in pairs, or work independently. It is important to have specialized equipment that can improve visual and schematic memory, while also ensuring uninterrupted learning and retention. It is of utmost importance that students receive instruction in a classroom setting that differs from the traditional passive learning environment, where they simply listen and take notes quietly. Teachers should have access to resources that enhance the appeal, educational value, and enjoyment of their lessons.

5.2 Suggestions

According to the research findings, students studying English at the Faculty of Education, Universitas Muhammadiyah Sumatera Utara, conducted a study to explore the significance of AI in the current era for both students and teachers. The third option is a great choice for the educational field in the current era, especially for students in the XII grade at SMA Negeri 16 Medan. The researcher's goal was to inspire teachers and students to explore the use of AI and effectively implement it in their studies. Lastly, the author predicts that this study will be of great value to future researchers and a wider audience, especially those at Universitas Muhammadiyah Sumatera Utara.

REFERENCES

- Acar, Z., & Eydin E, E. (2022). Perspectives of EFL teachers trainers and pre - service teachers on continued mandatory distance education during the pandemic. *Teaching and Teacher Education*, 112-114. doi:<https://doi.org/10.1016/j.tate.2022.103635>
- Al, D. E. (2024). English teachers' beliefs and practices in integrating digital literacy in the language classroom. *International Journal of Evaluation and Research in Education (IJERE)*, 1242-1251. <http://ijere.iaescore.com/>
- Anderson., et al. (2023). A new era in Internet interventions: The advent of Chat-GPT and AI-assisted therapist guidance. *Internet Interventions*, 2214-7829. <https://doi.org/10.1016/j.invent.2023.100621>
- Bacoz, T. (2016). Pre-service EFL Teachers' attitude towards language learning through social media. *procedia behavioral and sciences*, 430-438. doi:<http://creativecommons.org/licenses/by-nc-nd/4.0/>
- Baretta, A., & Halenko, N. (2022). Attitude towards regional british accents in EFL teaching: Student and teacher perspectives. *Linguistics and Education*, 67. doi:<https://doi.org/10.1016/j.linged.2022.101018>
- Carvalho, L., & MaldonadoR, M. e. (2022). How can we design for learning in an AI world? *Computers and Education: Artificial Intelligence*, 3-9. doi:<https://doi.org/10.1016/j.caeai.2022.100053>
- Celik I. (2023). Exploring the Determinants of Artificial Intelligence (AI) Literacy: Digital Divide, Computational Thinking, Cognitive Absorption . *Telematics and Informatics*, 83-92. <https://doi.org/10.1016/j.tele.2023.102026>
- Darayseh, A. (2023). Acceptance of artificial intelligence in teaching science: science teachers perspective. *Computer and Education: Artificial Intelligence*, 4. doi:<https://doi.org/10.1016/j.caeai.2023.100132>
- Deen L, (2023). The role of educational initiatives in EFL teacher professional development: a study of teacher mentors' perspectives. *Heliyon*, 9-29. <https://doi.org/10.1016/j.heliyon.2023.e13342>

- Diwan C., et. al. (2023). AI-based learning content generation and learning pathway augmentation to increase learner engagement . *Computers and Education: Artificial Intelligence*, 40-51. <https://doi.org/10.1016/j.caeai.2022.100110>
- Doleck, T. (2023). Fairness, Accountability, transparency, and Ethics (FATE) in artificial intelligence (AI) and higher education: A systematic review. *Computers & Education: Artificial Intelligence*. doi:<https://doi.org/10.1016/j.caeai.2023.100152>
- Embarak. (2022). Internet of Behaviour (IoB)-based AI models for personalized smart education System. *Procedia Computer Science*, 103-110. <https://creativecommons.org/licenses/by-nc-nd/4.0>
- Gayed G.M., e. a. (2022). Exploring an AI-based writing Assistant's impact on English language learners. *Computers and Education: Artificial Intelligence*, 9-16. <https://doi.org/10.1016/j.caeai.2022.100055>
- Ginting. (2023). Applying Flipped Classroom Model Using Duolingo Application to Enhance Thammislam Foundation School's Student Learning EFL. 116 - 121.
- Hasnah Y., et al, (2019). Unpacking the opportunities and challenges in learning speaking online during Covid-19 outbreak: A case-study of Indonesian EFL college students. 109 - 129.
- Helate, T. (2023). Professional development for academic engagement primary school efl teachers perceptions and predictors. *social science and humanity*. doi:<https://doi.org/10.1016/j.ssaho.2023.100577>
- Howard, S. (2022). Educational data journey: Where are we going, what are we taking and making for AI? *Computers & Education: Artificial Intelligence*. doi:<https://doi.org/10.1016/j.caeai.2022.100073>
- Kaharuddin, p. D. (2018). *syllabus design for english language teaching*. jakarta: prenada media group.
- Khresheh. (2024). Bridging technology and pedagogy from a global lens: Teachers' perspectives on integrating ChatGPT in English language teaching. *Computers and Education: Artificial Intelligence*, 6, 14-15. <https://doi.org/10.1016/j.caeai.2024.100218>
- Kim, K., & Kwon, K. (n.d.). Exploring the AI competencies of elementary school teachers in South Korea. *Computers & Education: Artificial Intelligence*, 4. doi:<https://doi.org/10.1016/j.caeai.2023.100137>

- Leichtmann, B. E. A. (2023). Effects of Explainable Artificial Intelligence on trust and human behavior in a high-risk decision task. *Computers in Human Behavior*, 139. <https://doi.org/10.1016/j.chb.2022.107539>
- Lien, C. (2021). A multigroup analysis of factors underlying teachers' technostress and their continuance intention toward online teaching. *Computers & Education*. <https://doi.org/10.1016/j.compedu.2021.104335>
- Li, X. (2023). A theoretical review on the interplay among EFL teachers' professional identity, agency, and positioning. *Ce Press*, 421-428. doi:<https://doi.org/10.1016/j.heliyon.2023.e15510>
- Ossa, L. e. (2023). A smarter perspective: Learning with and from AI-cases. *Artificial Intelligence*, 135. doi:<https://doi.org/10.1016/j.artmed.2022.102458>
- Podsen, I. J. (1997). Written expression: The principal's survival guide. In Larchmont, *Angewandte Chemie International Edition*, 6(11), 951-952.
- Ray P.P. (2023). Benchmarking, ethical alignment, and evaluation framework for conversational AI: Advancing responsible development of ChatGPT. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, 2772-4859. <https://doi.org/10.1016/j.tbench.2023.100136>
- Rolt K.J., et al. (2022). Needs and requirements for an additional AI qualification during dual vocational training: Results from studies of apprentices and teachers. *Computers and Education: Artificial Intelligence*, 266-269. <https://doi.org/10.1016/j.caeai.2022.100102>
- Sagala, R. & Rezeki T. (2024). TOURIST OR EXPLORER? DELVING STUDENTS' PREDILECTION AND ANXIETY IN SEMANTICS COURSE. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 13 (1), 114-130. <https://journal.unismuh.ac.id/index.php/exposure>
- Sali P. (2013). Understanding motivations to become teachers of English: ELT trainees' perceptions. *Procedia - Social and Behavioral Sciences*, 93, 1418 - 1422. <https://doi.org/10.1016/j.heliyon.2023.e15806>
- Setyadi, B. A. (2020). *teaching English as a Foreign Language 2nd Edition*. Yogyakarta: Graha Ilmu.
- Shopie, A. (2005). Language teaching using pedagogic horizons: language and content teaching in the mainstream. *Linguistics and Education*, 16.2, 173-187. doi:<http://doi:10.1016/j.linged.2006.01.006>

- Sugiyono. (2016). *educational research methods (Quantitative Qualitative and R & D Approach)* (Vol. 71\). Yogyakarta: Alfabeta IKAPI.
- Suyanto, D. (2021). *Artificial Intelligence Edition 3 (Searching, Reasoning, Planning, dan Learning)*. Bandung: Informatika.
- Ulfatin, N. t. (2021). *Metode penelitian kualitatif untuk keguruan & pendidikan*. jakarta: Erlangga.
- Wang Y., et al. (2023). The moderating effect of participation in online learning activities and perceived importance of online learning on EFL teachers'teaching ability. *Heliyon*, 2405-2415. <https://doi.org/10.1016/j.heliyon.2023.e13890>
- Yildiz, C. (2020). ideal classroom setting for english language teaching through the views of english language teaching (A sample turkey). *English Langiage teaching*, 3. doi:<https://doi.org/10.5539/elt.v13n3p31>
- Yuzlu, Y. (2022). The impact of translanguaging-driven training on in-service EFL teachers: Complexity theory prism. *Linguistics and Education*, 71-82. <https://doi.org/10.1016/j.linged.2022.101080>
- Zhang B., et al. (2023). Can AI-generated art stimulate the sustainability of intangible cultural heritage? A quantitative research on cultural and creative products of New Year Prints generated by AI. *Heliyon*, 144-179. <https://doi.org/10.1016/j.heliyon.2023.e20477>

APPENDIXES

APPENDIX 1.

NO	QUESTION FOR INTERVIEW
1	As a teacher in current era, what do you know about AI?
2	What do you think about using AI is the one of thing is need for teacher and students in ELT Setting?
3	Is the learning to be effective if we use AI as the teaching tool?
4	In the current era, students have to learn with technology so what are the difficulties of you to share it for the students
5	Teacher has to know and learn about the newest thing in every session of learning. So, how the way to make that using AI are easy for teacher and students?
6	Is the EFL student have to learn with AI?
7	In ELT Setting teacher and student must have the ability to utilize technology is well. Please elaborate your opinion!
8	In your opinion, what needs to be improved in education in SMA NEGERI 16 MEDAN?
9	Please give the suggestion for the ELT Setting in SMA NEGERI 16 MEDAN!

APPENDIX 2.**E-Mail** :**Name** :**Class** :**Gender** : Male Female

Answer the statements below by choosing Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.!

1. I often use AI in ELT Setting Strongly Disagree Disagree Neutral Agree Strongly Agree**2. I use Chat GPT for difference type to study in ELT Setting** Strongly Disagree Disagree Neutral Agree Strongly Agree

3. Chat GPT helps teacher and student in learning teaching activity especially in ELT Setting

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. Chat GPT help me as students to increase knowledge in current era

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. Chat GPT improves the student quality in learning English process

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

6. Chat GPT is the important technology who help students in learning teaching process

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

7. I feel confidence to search some answer using Chat GPT

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

8. Chat GPT is the one of many AI who can give contribution for students and teacher

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

9. Using Chat GPT make students feel happy in learning teaching process

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

10. I would recommend Chat GPT to my friends use AI for study in ELT Setting

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

APPENDIX 3. RESEARCH DOCUMENTATION

After Permission with the Subject







MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1



Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : **Sahdrina**
NPM : 2002050059
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 115 SKS

IPK= 3,72

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
28/12/2023 RHR	EFL Teachers' Perspective on the Development of AI in EFL Setting	
	The Effect of AI in Educational Context in Senior High School	
	An Analysis of Students Perspective on the Benefits and Challenges of Engaging to English Conversation Practice with Native Speaker	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 28 Desember 2023

Hormat Pemohon,



Sahdrina

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Sahdrina
 NPM : 2002050059
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

EFL Teachers' Perspective on the Development of AI in ELT Setting

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

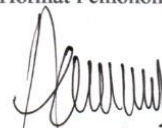
Erlindawaty S.Pd., M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 28 Desember 2023

Hormat Pemohon,


Sahdrina

Keterangan

Dibuat rangkap 3 :

- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan




MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Sahdrina
 NPM : 2002050059
 Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
EFL Teachers' Perspective on the Development of AI in ELT Setting	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
 Dosen Pembimbing



Erlindawaty S.Pd., M.Pd

Medan, 8 Januari 2024
 Hormat Pemohon,



Sahdrina

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 0075 /II.3/UMSU-02/F/2024
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Sahdrina**
N P M : 2002050059
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **EFL Teachers' Perspective on the Development of AI in ELT Setting.**

Pembimbing : **Erlindawaty, S.Pd., M.Pd.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **09 Januari 2025**

Medan 27 Jumadil Akhir 1445 H
09 Januari 2024 M



Wassalam
Dekan

Dra. Hj. Svamsuurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTISEMINAR





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Sahdrina
 NPM : 2002050059
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

EFL Teachers' Perspective on the Development of AI in ELT Setting
 Menjadi:

EFL Teachers' Perspective on the Implementation of AI in ELT Setting

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, 1 Agustus 2024

Ketua Program Studi
 Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum

Hormat Pemohon


Sahdrina

Diketahui Oleh :

Dosen Pembahas

Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.

Dosen Pembimbing


Erlindawaty S.Pd., M.Pd.




MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 22 Bulan Mei Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Sahdrina
 N.P.M : 2002050059
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : EFL Teachers' Perspective on the Development of AI in ELT Setting

No	Masukan dan Saran
Judul	reorganize to an inverted pyramid 
Bab I	omit identification.
Bab II	reorganize the conceptual Framework.
Bab III	Research design → suggest quantitative descriptive
Lainnya	—
Kesimpulan	[<input checked="" type="checkbox"/>] Disetujui [<input type="checkbox"/>] Ditolak [<input type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum)

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Erlindawaty, S.Pd., M.Pd.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

Panitia Pelaksana



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Sahdrina
N.P.M : 2002050059
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : EFL Teachers' Perspective on the Development of AI in ELT Setting

Pada hari Rabu, tanggal 22, bulan Mei, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, Mei 2024

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum)

(Erlindawaty, S.Pd., M.Pd.)

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum)



UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/AK.KP/PT/XII/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](https://www.facebook.com/umsumedan) [umsumedan](https://www.instagram.com/umsumedan) [umsumedan](https://www.youtube.com/umsumedan) [umsumedan](https://www.linkedin.com/umsumedan)

Nomor : 1836/II.3/UMSU-02/F/2024
 Lamp : ---

Medan, 27 Muharram 1446 H
 02 Agustus 2024 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
SMA Negeri 16 Medan
Di
Tempat.

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Sahdrina**
 N P M : 2002050059
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **EFL Teachers' Perspective on the Implementation of AI in ELT Setting**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
 Dekan

Dr. Mandra Saragih, M. Hum
 NIDN : 0124128402





**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 16 MEDAN**



Jl. Kapten Rahmad Buddin Kel. Terjun Kec. Medan Marelan Telp. 061-888108:
Medan – 20256 Email: smanegeri16medan@yahoo.co.id
Website : www.sman16medan.sch.id

SURAT KETERANGAN SELESAI RISET
NO : 070/595/SMAN 16/VIII/2024

Yang bertanda tangan di bawah ini :

Nama : Hj. RENY AGUSTINA, S.Pd, M.Si
NIP : 19710814 199512 2 001
Pangkat/Golongan : Pembina Tk.I
Jabatan : Kepala SMA Negeri 16 Medan

dengan ini menerangkan bahwa mahasiswa dibawah ini :


Nama : SAHDRINA
NIM : 2002050059
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Universitas : Universitas Muhammadiyah Sumatera Utara

Telah selesai melakukan Riset di SMA Negeri 16 Medan pada Tanggal 5 s.d 8 Agustus 2024 berjudul
“EFL Teacher’s Perspective on the Implementation of AI in ELT Setting”.

Demikian surat keterangan ini saya sampaikan, untuk dapat dipergunakan seperlunya. Atas perhatian dan kerjasama Bapak/Ibu kami mengucapkan terima kasih.

Medan, 09 Agustus 2024

Kepala SMA Negeri 16 Medan


Hj. RENY AGUSTINA, S.Pd, M.Si
Pembina Tk. I
NIP. 19710814 199512 2 001



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Sahdrina
 NPM : 2002050059
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : EFL Teachers' Perspective on the Implementation of AI in ELT Setting

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
24/06-24	Chapter I (Identification of the problem, The objective of the research)	
10/07-24	Chapter II (page 11) page 14, Conceptual framework	
25/07-24	Chapter III (Method of research)	
28/07-24	Chapter IV (Data Analysis)	
08/08-24	Chapter V Conclusion	
15/08-24	Reference	

Medan, 14 Agustus 2024

Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Erlindawaty S.Pd., M.Pd.)

turnitin skripsi.pdf

ORIGINALITY REPORT

15%	12%	7%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.umsu.ac.id Internet Source	3%
2	core-cms.prod.aop.cambridge.org Internet Source	2%
3	ebin.pub Internet Source	1%
4	www.researchgate.net Internet Source	1%
5	awej.org Internet Source	1%
6	nscpolteksby.ac.id Internet Source	<1%
7	Esmaeel Ali Salimi, Mostafa Rahimi Rad. "Nurturing multiculturalism in Iranian EFL teacher education: an in-depth scrutiny of experts' and teachers' perceptions", Asian-Pacific Journal of Second and Foreign Language Education, 2024 Publication	<1%

SAHDRINA



About Me

I am Sahdrina, 21 years old. I am an alumni student of the English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of North Sumatra.

Education

- ✦ **SMAN 16 Medan**
 MIA Majority
 2017 - 2020
- ✦ **Muhammadiyah of North Sumatera University**
 English Department
 2020 - 2024

Contact

0815 - 8948 - 1745

Jln. Selesai Gang Rukun, Belawan

Experience

Internship Experience

PLP 1 Juni 2022
 PLP 2 September 2023
 PLP 3 September 2023
 di SMK Muhammadiyah 04 Medan

Training Experience

Pasta pelatihan Multimedia
 HMJ Pendidikan Bahasa Inggris
 Juni 2022

Organization Experience

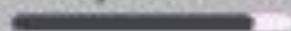
Anggota dan Pengurus PMR SMAN 16 Medan (periode 2019 - 2020)
 Anggota dan Ketua Rikang Muhammadiyah HMJ Pendidikan Bahasa Inggris (Periode 2022 - 2023)

Language & Skill

Bahasa Inggris



Bekerja Sama Tim



Berdiskusi

