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# ARTIFICIAL INTELLIGENCE TOOLS FOR JUNIOR HIGH SCHOOL STUDENTS IN ENGLISH LANGUAGE LEARNING CONTEXT

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**Abstract:** With the rapid advancement of technology, Artificial Intelligence (AI) has become a key tool in education. This study investigates the types of AI used by students and their perspectives on AI in English language learning at state and private junior high schools in Rejang Lebong Regency. Using a quantitative approach, 235 students participated in a questionnaire with a four-point Likert scale. Data were analyzed using the Kolmogorov-Smirnov test, Levene's test, one-way ANOVA, and mean interval scale. Findings showed that while most AI applications, including Quizziz, Kahoot, Grammarly, Google Translate, Google Classroom, and Duolingo, had no significant differences in usage ($p > 0.05$), Babbel and ChatGPT exhibited significant variations ($p < 0.05$), suggesting differences in adoption. ANOVA results indicated no significant difference in students' perspectives on AI ($p = 0.137$), with an overall positive perception. Educators can integrate AI tools like Babbel and ChatGPT for targeted language learning while using widely accepted applications such as Google Translate and Duolingo to enhance accessibility. Understanding students' shared perspectives on AI helps educators create more inclusive learning environments, optimizing technology's role in language acquisition.
**Keywords:** *Artificial Intelligence tools; English language context; junior high school students.*

## INTRODUCTION

In recent years, Artificial Intelligence (AI) has revolutionized education, particularly in language learning, by offering personalized, interactive experiences that enhance students' language skills. As Chen et al. (2021) stated that in nowadays technology-driven world, easy access to information and advanced tools has become essential, impacting every aspect of life, including education. As Santoso and Lestari (2019) highlight, rapid technological advancements are reshaping global education systems, making the integration of AI in language learning inevitable. AI tools, capable of tasks once limited to humans, are increasingly used to improve student outcomes (Huang & Tan, 2023). Liu and Zhang (2023) further emphasize that AI in language apps has significantly boosted learner motivation and language proficiency, enhancing the overall educational experience.

AI has emerged as a combination of technologies that enable machines to simulate cognitive processes, such as learning and problem-solving, which were previously unique to humans. AI has led to the development of intelligent tutoring systems for language learning, a groundbreaking advancement (Cotton, Cotton, & Shipway, 2023). Through technology, students can share ideas, collaborate, and solve problems together, fostering a more interactive learning environment (Shatri, 2020).

However, a study by Chan and Hu (2023) explored students acknowledged the potential benefits of AI for personalized learning and assistance, they also expressed concerns regarding accuracy, privacy, ethical implications, and the potential impact on personal development and societal values. AI has been widely adopted to

develop applications that are now integral to many aspects of our lives. These AI systems provide customized learning experiences by adjusting to each learner's strengths, weaknesses, and individual learning paths. Using machine learning algorithms, they offer targeted feedback and closely monitor student performance, contributing to more efficient and successful language learning (Divekar et al., 2022).

As educational tools continue to evolve, the integration of Artificial Intelligence (AI) in learning environments has gained significant attention. In particular, AI tools offer new opportunities for enhancing language learning experiences, providing personalized feedback and supporting individualized learning paths. The use of AI technology, including advanced learning aids, tutoring systems, and virtual facilitators, has demonstrated significant value (Idroes et al, 2023). In addition, such tools can offer instant feedback, boost vocabulary learning, and even offer improvements in pronunciation through speech recognition software. AI in Language learning AI in language learning helps students to learn a second language.

AI in language learning encompasses several technologies, including natural language processing (NLP), machine learning (ML), and adaptive learning systems (He & Li, 2019). NLP allows machines to understand and generate human language, powering tools like ChatGPT, Google Translate, and Grammarly (Mardiah & Nissa, 2024). Machine learning algorithms personalize learning by analyzing performance data and adapting to individual needs, as seen in tools like Babbel, Duolingo, and Google Classroom (Almeida et al., 2021). Additionally, adaptive learning technologies use AI to create customized learning paths based on learners' progress and preferences (Knewton, 2022), further enhancing language skills and sub-skills (Xia et al., 2022).

AI technologies have been utilized to support language-specific skills, such as reading comprehension, practicing repetitive language tasks, and correcting pronunciation. For instance, AI-powered applications can provide immediate feedback on learners' pronunciation, aiding in the development of speaking skills. Additionally, AI has been employed in broader educational activities, including automatic grading, personalized feedback, adaptive learning experiences, and intelligent tutoring systems (Crompton, et al 2024).

A systematic review highlighted that AI-supported technology shows promise in enhancing language learning, particularly in areas such as writing quality, scoring accuracy, and personalized learning experiences. The study emphasized the potential of AI to provide tailored educational experiences that cater to individual learner needs (Alhusaiyan, 2025). Furthermore, as Wei (2023) indicates that AI-assisted language learning tools positively influence various language skills and sub-skills. For example, studies have shown that learners utilizing AI tools demonstrate significant improvements in vocabulary knowledge and speaking proficiency. AI-powered applications can offer personalized practice and feedback, which are crucial for language acquisition.

While the effectiveness of AI in education largely depends on the technology itself, it is equally shaped by how students perceive and engage with these tools. Understanding students' perspectives, such as their opinions, attitudes, and experiences is crucial, as these factors significantly influence their adoption of AI in learning. Perspectives can impact motivation, engagement, and overall learning outcomes, as Risan (2021) defines them as a person's view of something. Therefore, exploring how students perceive AI in language learning is essential, as these views directly affect their academic performance and satisfaction. This literature review delves into various studies that examine the factors influencing student perspectives across different educational settings, particularly in language learning contexts.

Understanding student perspectives on AI tools is crucial, but it is also important to consider how the type of school they attend may influence these perspectives. In Indonesia, the education system comprises both public (state) and private junior high schools, each with distinct characteristics, advantages, and challenges. These differences go beyond infrastructure and funding; they also affect the curriculum implemented in each institution. While both school types follow the national education framework set by the Ministry of Education, private schools often have greater flexibility in designing their curricula. For instance, a study by Susilo, Junanah, & Dewantoro (2021) comparing the Adiwiyata curriculum implementation in both public and private junior high schools in Bantul Regency, Yogyakarta, found that both types of schools fulfilled the main components of the curriculum, but the way these components were implemented varied due to the unique characteristics and potential of each school. This distinction may also play a role in how students from different school types engage with and perceive AI tools in their language learning.

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Moreover, on the point of view of students achievement, an analysis of national exit exam scores revealed that graduates of public junior secondary schools generally outperform their private school counterparts. This suggests a higher effectiveness of public schools in preparing students for these examinations (Hendajany, 2016). In contrast, a study from Putri, Prihatin, & Yuvita (2021) comparing students' writing achievements found that state junior high school students had a mean score of 45.00, while private school students had a mean score of 43.61. The research also identified that internal motivating factors had a more significant effect on state school students, whereas external factors were more influential for private school students.

The distinction between state and private junior high schools in Indonesia extends beyond infrastructure and funding; it also influences the curriculum implemented in each institution. While both school types adhere to the national education framework set by the Ministry of Education, private schools often have greater flexibility in designing their curricula, allowing for specialized programs, religious studies, or international curricula alongside government-mandated subjects (Muttaqin, et al. 2017). In contrast, state schools typically follow a standardized curriculum with limited customization (Nawas, Darmawan, & Maadad 2023). These variations raise important questions about how curriculum differences impact students' learning experiences, skill development, and overall academic outcomes. Understanding these distinctions is essential for evaluating the effectiveness of AI integration in English language learning, as curriculum structure may influence students' exposure to and engagement with AI-based tools.

Several studies have explored the use of AI in English language learning, revealing both positive perceptions and some concerns. Malik et al. (2023) examined undergraduate students' views on AI in academic essay writing across 25 institutions in Eastern and Central Indonesia. The study found that AI tools, such as grammar checkers, plagiarism detectors, and essay structuring tools, were positively received, particularly for enhancing writing skills and academic integrity. However, concerns were raised about the potential negative impact on creativity and critical thinking.

Similarly, Akbarani (2023) reported that tools like ChatGPT, Grammarly, and Quillbot helped improve students' speaking, writing, and reading skills, though their effectiveness largely depended on correct usage. Al-Raimi et al. (2024) studied Omani EFL learners' perceptions of AI and found positive attitudes towards AI's role in improving writing skills, with translation tools for words, phrases, and sentences being the most commonly used.

In another study, Mardiah & Nissa (2024) focused on Generation Z's perspectives on AI, finding that 60% of students supported its use. Similarly, Idroes et al. (2023) conducted a survey on students' views regarding AI in education, revealing an overall favorable impression of AI tools. Despite this, students expressed concerns about the potential disadvantages of AI in educational settings

These insights highlight the complex relationship between students and AI in language learning. As educational institutions increasingly integrate AI into their curricula, understanding student perspectives becomes essential for effective implementation. Given that Junior High School students are already familiar with digital devices, it is crucial to assess the extent of AI usage at this level and explore potential differences between public and private schools.

However, research focusing on younger learners, particularly those in Junior High School, remains limited. This gap highlights the need for further investigation into how AI is being adopted at this stage of education and how different school environments may influence students' perceptions and usage of AI tools.

This study investigates the types of AI tools used and students' perspectives on AI in English language learning at state and private junior high schools in Rejang Lebong regency. It addresses two key research questions: 1) Are there differences in AI usage for English learning between students at the two schools? and 2) What are the students' perspectives on using AI in English language learning? By examining these aspects, the study aims to provide insights into how AI is influencing English education across different school environments.

## METHOD

This research approach was a type of descriptive quantitative with a survey design, adopted from Creswell (2014). The design used seeks to investigate the utilization of AI in English language acquisition among junior high school students in both public and private institutions. Population refers to a generalization area consisting of objects or subjects that possess specific qualities and characteristics determined by researchers for study and conclusion drawing (Sugiyono, 2013).

Similarly, Creswell (2004) defines population as a group of individuals sharing a characteristic that differentiates them from other groups. Based on these definitions, the population in this study comprises all subjects targeted for data collection. The population in this research consists of ninth-grade students from SMP Negeri 1 Rejang Lebong and SMP IT Khoiru Ummah Rejang Lebong during the 2024/2025 academic year, totaling 469 students.

The study sample comprised 235 ninth-grade students from both SMP Negeri 1 Rejang Lebong and SMP IT Khoiru Ummah Rejang Lebong, selected using a purposive sampling technique. This method was chosen to ensure that participants met specific criteria relevant to the study, particularly their engagement with AI in English language learning. Ninth-grade students were selected as they are at a critical transition stage in their academic journey, where autonomous learning and technology integration become increasingly significant.

The instrument used in this study was a structured questionnaire adapted from previous research by Xuyen (2024), Jamshed et al. (2024), and Malik et al. (2023). It consisted of 33 questions covering students' demographic information, types of AI used, and their opinions, attitudes, and perspectives toward AI in English language learning. To ensure its validity and reliability, the instrument underwent expert judgment evaluation, a piloting test, and statistical validation, including validity and reliability tests. These processes confirmed that the questionnaire was suitable for accurately capturing students' perspectives on AI integration in English language learning.

The validity test was conducted using SPSS version 2.5 with the Pearson Product Moment correlation to assess the relationship between individual items and the total score. A significance level of 0.05 was applied, with a sample size of 21 respondents, resulting in an r-table value of 0.433. The validity results (detailed in the appendices) showed that all perception statement items had an r-count greater than the r-table value, indicating validity. However, one item was found to be invalid and was removed. Consequently, 33 valid items were retained for further analysis.

Moreover, reliability tests were conducted on the validated instruments using Cronbach's Alpha, a statistical measure of consistency. A variable is considered reliable if its Cronbach's Alpha value exceeds 0.6. The test was performed using SPSS version 2.5, and the results showed a Cronbach Alpha value of 0.964. Since this value is greater than 0.6, it confirms the reliability of all the questionnaire statements used in the study.

The data analysis technique used in this study was inferential statistical analysis. Data were collected through the distribution of questionnaires and analyzed using both descriptive and inferential methods. Descriptive analysis involved organizing the collected data into tables, calculating percentages, and determining the mean scores based on the interval scale. A Likert scale was employed, where responses were assigned numerical values: 1 for "strongly disagree" and 4 for "strongly agree."

To ensure the suitability of the data for comparative analysis, normality was tested using the Kolmogorov-Smirnov test, while homogeneity of variances was assessed using Levene's test. Following these assumptions, a one-way ANOVA was conducted to determine whether there were statistically significant differences in AI usage and students' perspectives between state and private junior high schools.

## RESULTS AND DISCUSSION

This study investigated what type of AI used by students in state and private junior high school, and their perspectives towards the use of AI in English language learning. Results should be clear and concise. Utilizing the quantitative approach, the research used Kolmogorov-Smirnov for normality test, Levene's test for homogeneity of variances, one-way ANOVA to investigated whether there were statistically significant differences, also mean of interval scale to interpret students perspectives towards the use of AI in English language learning.

### *Normality test*

The normality test sought to ascertain if the sample data originates from a regularly distributed population. Data appropriate for this investigation is regularly distributed; the researcher employed the Kolmogorov-Smirnov test for normality assessment.

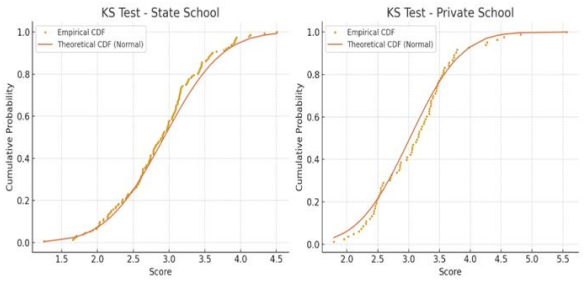



Figure 1. *Results of Kolmogorov-Smirnov test*

The results based on data from public schools

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the D-statistic at 0.0904, and p-value at 0.157 so that it can be interpreted that the D-statistic is small and shows only a slight deviation from normality. However, because p > 0.05, the p-value fails to reject the null hypothesis ($H_0$), which means that the data follows a normal distribution. Furthermore, for the normality test on data from private schools in this case where the D-statistic is at 0.0844, and the p-value is at 0.397 and it can be interpreted that the D-statistic is even smaller, meaning that it is even closer to normality. Therefore, because p > 0.05, $H_0$ fails to be rejected, so the data also follows a normal distribution.

*Homogeneity test*

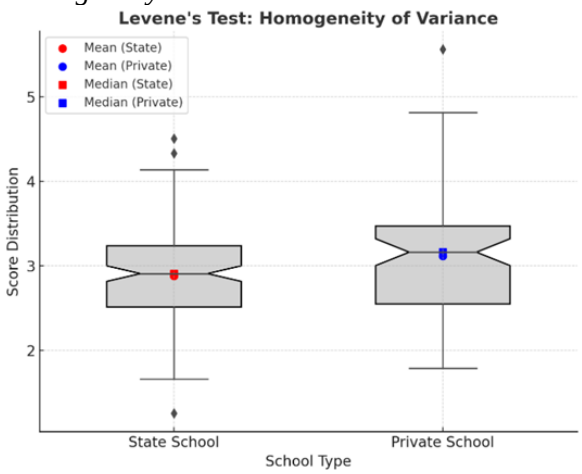



Figure 2. *Levene's test results*

The box shape represents variance and distribution, the notches indicate confidence intervals for the medians, Mean (○) in the red color for state school, and blue for private school, also the Median (□) in the red color for state school, and blue for private school. It can be interpreted, both groups have similar variance, confirming the homogeneity of variance assumption with the results of Levene's test statistic W = 0.586 and p-value = 0.445 and since p > 0.05, it was failed to reject $H_0$ means the variances are equal (homogen).

*Hypotheses test*

*Type of AI used by junior high school students*

The results of the comparison of the use of AI types used by students state junior high school and private junior high school can be seen in the table below :

Table 1. *ANOVA results of type of AI used by state and private schools' students*

| Type of AI | F-statistic | p-value |
|---|---|---|
| Quizziz | 0.68 | 0.44 |
| Kahoot | 1.10 | 0.33 |
| Grammarly | 0.91 | 0.11 |
| Google Translate | 0.55 | 0.49 |
| Google Classroom | 0.83 | 0.39 |
| Babbel | 2.07 | 0.039 |
| Duolingo | 1.71 | 0.089 |
| ChatGPT | 1.0 | 0.0 |

It can be concluded that several types of AI have statistically significant differences (p-value < 0.05), in AI-based applications Babbel and ChatGPT. And almost all types of AI provided do not have statistically significant differences (p-value > 0.05), in the usage of Quizziz, Kahoot, Grammarly, Google Translate, Google Clasroom, and Duolingo.

The observed statistically significant differences in the use of AI-based applications Babbel and ChatGPT, compared to the lack of significant differences in tools like Quizziz, Kahoot, Grammarly, Google Translate, Google Classroom, and Duolingo, can be attributed to several factors. As Qiao, & Zhao (2023) found out that applications such as Babbel and ChatGPT offer highly interactive and personalized learning experiences. Babbel provides tailored lessons and real-time feedback, enhancing user engagement and motivation. Similarly, ChatGPT's conversational AI allows for dynamic interactions, making learning more engaging. These features can lead to distinct user experiences, contributing to significant differences in usage patterns.

Conversely, the lack of statistically significant differences in the usage of AI-based applications such as Quizziz, Kahoot, Grammarly, Google Translate, Google Classroom, and Duolingo (p-value > 0.05) can be attributed to several factors. As Zawacki-Richter et al. (2019) found out that many of these tools offer standardized features with minimal customization, which may not significantly influence user engagement. For instance, while Duolingo employs gamification strategies to maintain user interest, its effectiveness may vary among users.

Therefore, the design and interface of AI applications play a crucial role in user engagement. AI-driven interface designs in intelligent tutoring systems have been shown to improve student engagement by providing personalized feedback and interactive learning experiences (Kim et al. 2020). In contrast, tools like Quizziz, Kahoot, Grammarly, Google Translate, Google Classroom, and Duolingo, while beneficial, may not offer the same level of interactivity, personalization, or advanced AI features. This can result in more uniform user experiences and less variation in usage patterns

*Students perspectives on the use of AI in english language learning*

Findings were analyzed using interval scales to categorize perceptions.

Table 2. *Mean of interval scale of students' perspectives on the use of AI in english learning*

| Aspect | Score of State School | Score of Private School | Category |
|---|---|---|---|
| Learners' opinions regarding AI-powered learning and teaching English | 2,91 | 2,79 | Good |
| Learners attituted of AI-powered for learning and teaching | 3,06 | 2,93 | Good |
| Students' General Perspecti-ves of AI Tools Application in EFL learning. | 3,05 | 3,00 | Good |
| Mean | 2,97 | 2,88 | Good |

The findings indicate that students from both state and private junior high schools generally have a positive perception of AI in English language learning. In state schools, the average scores for students' opinions on AI use (2.91), attitudes toward AI applications (3.06), and overall perspectives on AI technology (3.05) all fall within the "good" category, resulting in an overall positive perception with a final score of 2.97. Similarly, private school students also demonstrated a favorable view, with scores of 2.79 for opinions on AI in learning, 2.93 for attitudes toward AI applications, and 3.00 for general perspectives on AI, placing them within the same "good" category. These results suggest that despite slight variations, students from both school types generally perceive AI as a beneficial tool in English language learning.

Overall, these findings highlight a broadly positive reception of AI in English language learning among junior high school students, regardless of whether they attend state or private institutions. The consistent "good" ratings across different aspects of AI perception suggest that students recognize the potential benefits of AI technology in enhancing their learning experience. This positive outlook indicates a promising future for the integration of AI tools in language education, with opportunities for further development and adaptation to meet students' evolving needs.

Furthermore, one-way ANOVA analysis conducted to determine if the differences between the two groups were statistically significant.

Table 3. *One-way ANOVA results of students perspectives on the use of AI in english learning*

| Type of School | Mean | Std. Dev | Sample Size | F-stat | p-value |
|---|---|---|---|---|---|
| State School | 3.05 | 0.64 | 152 | | |
| Private School | 2.98 | 0.62 | 83 | 2.23 | 0.137 |

The table displays the F-statistic and p-value, indicating the significance threshold of 0.05. Since the p-value (0.137) is greater than the significance level ($\alpha = 0.05$), and failed to reject the null (H0) hypothesis there is no statistically significant difference the perspectives of students from state and private schools regarding AI in English language learning.

*The Usage of AI in State and Private Schools:* This study reveals that junior high school students are actively integrating AI tools into their English learning processes, and students' usage of different AI-based applications in state and private junior high schools revealed varying patterns. The one-way ANOVA results showed statistically significant differences ($p < 0.05$) in the use of Babbel and ChatGPT, while the usage of other AI tools, such as Quizziz, Kahoot, Grammarly, Google Translate, Google Classroom, and Duolingo, did not exhibit significant differences ($p > 0.05$). The significant difference in the use of Babbel and ChatGPT may stem from the accessibility and functionality of these tools. Babbel, primarily a subscription-based application, might be more accessible to private school students due to potential differences in socioeconomic status or institutional support.

As the previous research indicates that private school students often come from higher socioeconomic backgrounds and benefit from greater institutional support compared to their public school counterparts. A 2016 report by the National Center for Education Statistics (NCES) found that 19% of students in grades 1 through 12 attending chosen public schools lived in poor households, compared to lower percentages in private schools. The findings suggest that the advantages observed among private school students are largely attributable to socioeconomic factors and the associated resources available to

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them, rather than the inherent qualities of private institutions themselves.

Similarly, the significant difference in ChatGPT usage could reflect disparities in awareness or training between schools, as ChatGPT is a relatively new tool requiring familiarity with conversational AI technology. In line with research by Almogren, Rahmi, & Dahri (2024) that investigated the factors shaping users' attitudes and behaviors towards adopting ChatGPT for smart education systems. The study found that familiarity with conversational AI technology plays a crucial role in users' acceptance and effective utilization of ChatGPT in educational contexts.

The widespread use of Google Translate among students from both state and private schools aligns with previous research, highlighting its accessibility and effectiveness in language learning. This study found no significant difference in usage between school types, suggesting that AI translation tools are universally valued for improving English skills. These findings are consistent with Jaruwatsawat et al. (2024), who reported that most EFL learners find such tools easy to use, essential, and user-friendly.

Hence, for its popularity as a quick and accessible tool for language learners to verify the spelling of words that appear incorrectly (Ganeesh, & Rani 2023). Also in line with the research by Alharbi (2023) that found out the findings are consistent with those of previous research conducted worlwide highlighting the potential of AI-enabled Machine Translation. The study also indicates that students have positive attitudes towards Google Translate and employ diverse search strategies to address various language-related challenges. Similarly, the adoption of ChatGPT resonates with Akbarani, R. (2023), who noted its potential for personalized learning experiences.

*Students' Perspectives Towards The Use of AI* : As young digital natives, this population is not only comfortable and accustomed to using these online options but also finds the combination an easy addition to everyday learning experiences. These tools promote self-directed learning and make for more engaging and personalized language practice which, in turn, may lead to increased motivation and engagement. The results of the study, which show that junior high school pupils typically have a good opinion of AI in English language acquisition, are consistent with this experience with digital technologies. Their positive attitude is supported by their familiarity with technology and AI capacity to improve engagement and customize learning, indicating that AI is viewed as a useful instrument to aid in their language development.

With a mean interval scale score of 2.94, learners maintain a positive perspective as this suggests a generally agreeable attitude, to an extent, toward tools that utilize artificial intelligence when used in conjunction with English language learning. This score is a "good" sign-up showing students' acceptability and the comfort level for using the AI applications for learning process. Several factors based on learners' opinions, attitudes, and general perspectives regarding AI in English learning can be assigned as the reason for this finding. This is in line with research conducted by Nissa, & Mardiah (2024) the study examines Gen Z students' perspectives on AI in English language learning, involving 30 English Education students at State Islamic University of North Sumatera. Using qualitative methods, 60% of participants supported AI use, 33.3% were neutral, and 6.7% opposed it. The findings suggest AI's potential to enhance education, highlighting the importance of its wise usage by students and offering insights for educators on technology integration in learning. Hence, it was in line with the results of this study that learners perceive AI tools as efficient for simplifying complex tasks and enriching learning experience, especially when it comes to features such as instant feedback and tailored interaction. Second, learners' positive attitudes towards the technology indicates that they find AI tools such as Google Translate, ChatGPT, and Duolingo available, engaging, and personalized for their needs.

## CONCLUSION

This study explored the use of AI-based applications in English language learning, comparing the perspectives of students from state and private schools. The results indicated that Babbel and ChatGPT exhibited statistically significant differences in usage, suggesting variations in perception or accessibility among student groups. However, other AI tools, such as Quizziz, Kahoot, Grammarly, Google Translate, Google Classroom, and Duolingo, were utilized similarly across the groups.

Additionally, the study found no significant difference in students' perspectives on AI, pointing to a shared understanding of its role in education. These findings suggest that while specific AI applications are used differently, there is a general acceptance and integration of AI tools in both state and private schools, demonstrating their broad

influence on language learning.

Hence, the results highlight the potential for AI tools to be incorporated into English language learning across diverse educational settings. Teachers can leverage AI applications like Babbel and ChatGPT, which show more differentiated usage patterns, while also using universally accepted tools like Google Translate and Duolingo to ensure accessibility and engagement for all students. Understanding the common perspectives students hold about AI can help educators design more inclusive and effective learning environments, making the most of technology role in enhancing language acquisition.

Future research should broaden its scope by incorporating a larger and more diverse sample, investigating differences between rural and urban schools, and assessing the long-term effects of AI on English language learning. Comparative studies considering factors like socio-economic background and teacher perceptions are also encouraged. Educators are advised to integrate AI tools such as Google Translate, Duolingo, and Quizziz into structured language learning activities, focusing on improving writing, grammar, and speaking skills. Additionally, training programs for both students and teachers on the responsible and effective use of AI are essential to enhance learning outcomes while preventing overdependence.

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