



AI in English Classrooms: Voicing Junior High School Teachers' Experience

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Abstract

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AI tools serve various purposes in education, from creating learning materials to improving teaching quality. AI also serves a beneficial role in enhancing teacher competences. Integrating AI in education is also seen as vital for equipping students for the future challenges. This paper aims to voice the experience of English teachers in Junior High School from three regions in East Java. The data in this qualitative research were collected through questionnaires and interview. The data showed that the majority of teachers have been using AI for text, image, and video generation system. AI is also used for instruction and administrative functions. However, it brings some drawbacks such as dependency and lower critical thinking. The teachers must be mindful of AI's potential downsides for themselves and the students; emphasizing the need for careful implementation. Therefore, providing teachers with necessary skills through ongoing professional development is essential to ensure AI effectively enhances learning quality.

Keywords: Artificial Intelligence; English Teacher; English Classroom

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INTRODUCTION

Artificial Intelligence (AI) as the current trend serves beneficial role in education. AI platforms such as Chat GPT and Gemini are commonly used for various interests. AI provides assistance for both teacher and the students in fulfilling their duties. Among the advantages it brings, AI has been proven to contribute to teacher competences. Teacher competence consists of four competences, namely pedagogical competence, personal competence, professional competence, and social competence (Ministry of Education, 2007). AI heavily affects two of the competences, which are pedagogical and professional competences. Pedagogical competence is related to skills to manage teaching and learning activities as well as manage the students. Meanwhile, professional competence refers to the mastery of teaching materials, in this context is English subject (Cahyana & Agustin, 2024). In terms of teaching aids, AI facilitates teachers to find ideas for learning activities and enrichment for learning materials (Wang et al., 2024). In addition, the teachers can personalize the learning materials to meet each students' level through various AI (Ma'amor et al, 2024; Ejjami, 2024). It can be a great help in Indonesian context where majority of classes consists of big number of students with various background and ability (Fauziddin et al., 2025). It can cost more efficient way for the teachers to provide the students with various learning material that is not only interesting and stimulating, but also based on their level.

Among extraordinary amount of teacher's task, AI also benefits the teachers in helping to finish redundant administrative tasks (Harry & Sayudin, 2023). The additional role and various administrative task often burden the teacher, which disrupts their main duty in teaching the student. In many cases, the teachers must handle certain position at schools that require them to work extra hours. The burden may cause stress (Rosyada et al., 2024) and low teaching performance given to the students that will affect the quality of education (Dinia et al., 2023). Additional task of the teachers often sacrifices the time used for teaching activity as well. Therefore, it is expected that teacher can allocate more time on competence development, classroom

preparation, and creating positive interaction with the help of AI (Bryant et al., 2023). With a proper use of AI, the teachers will improve their professional quality that can improve the quality of teaching and learning activities.

It cannot be denied that AI also brings some shortcomings. The practicality of AI benefits in high learning efficiency, yet causing low problem-solving skills and high dependency of technology for the users (Cela et al., 2024). It also leads to bias and high plagiarism because AI is not fully creating new result because AI provides content by analyzing the patterns of existing data in available online (UNESCO, 2023). Excessive and unfiltered use of AI will bring education to its decline period. The users of AI, either teacher or students, must be careful and double check the result that is generated by AI. However, AI cannot also fully eliminate in the overall teaching and learning process, since it is a part of technology development. Teacher as a classroom facilitator becomes the key role to ensure the appropriate use of AI for learning process, especially to avoid misuse of AI (UNESCO, 2024). Thus, digital literacy becomes vital. The experience in using AI with proper digital literacy will help the users to answer the challenge in the era of technology (Walter, 2024).

In order to see the facts of AI application in schools, this paper collected teachers' experiences and perceptions. This research is done to portray the English teachers' experience of Junior High School in using AI. This paper also presents the perception and mastery of teachers in a middle-level city in Indonesia toward AI as the recent technology. The English teachers come from three regions in East Java, that are Malang city, Malang regency, and Blitar regency. Among the hype of AI use for education, this paper intended to see teachers' experiences in using AI, from preparing teaching aids to overcome AI misuse by the students. The result shown by this paper may give additional information of how the teacher use AI in different regions in Indonesia, especially East Java, to be compared to other regions.

METHOD

This research employs qualitative research to portray the experience of English teacher in Junior High School in using Artificial Intelligence. The study was done in December 2024 to English teachers of Junior High School in three regions: Malang city, Malang regency, and Blitar regency. There were 51 respondents involved, with 29 teachers from Malang regency, 12 teachers from Malang city, and 10 teachers from Blitar regency. The teachers consisted of 78% female teachers and 22% male teachers. The age of the teachers ranges from 20-30 years old (17,3%), 30-40 (21,2%), 40-50 (28,8%) and 50-60 (32,7%). The teachers' educational backgrounds are Undergraduate study (S1) for 78,8%, and Graduate study for 21,2% in English Language Education or English Literature.

The data were collected through questionnaires, in-depth interviews and document studies. The questionnaires were distributed via Google Forms. The questionnaires consisted of close-ended and open-ended questions regarding the experience of the teachers in learning, implementing and evaluating the use of AI in the teaching and learning process. Then, in-depth interviews were done via phone to six teachers of English. In the interview, the teachers were chosen based on their willingness to join the interview and the representation of each region. Two English teachers were selected to represent each region. Then, the data were analyzed and concluded. Data triangulation was taken place to ensure that the result of the study is valid and reliable.

RESULT AND DISCUSSION

AI Use in Teaching and Learning Activity

The trend of AI in language classroom may create expectation that all teachers are experienced in using AI. The research found that 96% of the teachers has learned and integrated Artificial Intelligence for teaching and teaching activity, while 4% of the teachers never use AI. The teachers learned to use AI from numerous trainings given by universities, Teacher Working Group (MGMP), school, private organization, and governments. They also learned about AI by themselves or was taught by their colleagues. Some teachers are highly motivated and willing to learn AI from various sources and experts. Unfortunately, the interviews with the teachers implies that the training of AI in education was not spread evenly. Some teachers only use limited AI tools because they have not received any training from the experts. It may also imply that there are teachers who are not interested or have no to little motivation to learn about AI use in the classroom.

The in-depth interviews were done to few English teachers who use AI in their classroom. Teacher A is a 30's years old teacher who works in a public junior high school in Blitar. She stated that she wanted to learn more about AI, especially to help her modify the learning materials to follow the change of curriculum such as Independent Curriculum, Differentiated Learning, and Deep Learning. AI is also expected to help her in providing materials for students' independent learning at home and especially for speaking skills. While teacher A have had several trainings, teacher B stated that she never obtains information about AI training. Teacher B is 50's years old who teaches in different public junior high school in Blitar regency. She learned about it independently. Even some of her friends never use AI. Other than using AI to personalized learning materials, she used AI to find video or educational games to enhance learning activities.

Despite using AI for modifying teaching materials, teachers from Malang regency and Malang city also used it for different purposes. Teacher C from Malang regency and teacher E from Malang city, who are both in their 30's and work in a public school, composed their own learning modules with the help of AI to provide materials that suit their students' the best. Teacher D, who is in her 50's and work in public Islamic school or MTsN from Malang regency, used AI for her competence, where AI help her to provide sources and link her to trainings to improve pedagogical and technological skills. While, teacher F, who is in around 20's years old and work in private school in Malang city, used AI for mini research regarding classroom management. He used AI assistance to link him to several sources to solve the problems he found in the classroom. He used to result from AI as the material in teacher's meeting to improve learning quality in his institution.

The result shows different use of AI and the teachers' perspectives of it. Most teachers in this study have utilized AI. It is already in line with the global challenge where teachers must be prepared of future possibilities where technology is heavily embedded in human's life, in this context is AI. Since the world is evolving and technology is inseparable, the students must be prepared in taking advantage of AI without losing the essence of their intelligence capability. It can be started with the teachers who are understand the way to use AI properly and able to regulate the use of AI in the classroom. In fact, learning and using AI becomes a necessity for the teachers since it provides several benefits and prevents the misuse of AI (Karsenti, 2019). Only then, the teachers can expect that the students do not rely on AI excessively in learning process and be ready for future challenges.

Types of AI Tools and Their Function

In terms of AI tools, the teachers surveyed in this study mostly used Gemini and ChatGPT (68,6%). Other teachers also mentioned and combined various tools such as Quillbot, Canva, Magic School AI, Monica, MagickPen, Teachy, Microsoft Copilot, SunoAI, GammaAI, Audio Generator, ElevenLab, ARU, iLoveSong, and Quizziz. Most of the AI mentioned are categorized as Generative AI. Generative AI generates new content by analyzing the existing data available online (Ashraf, 2024). The content can be in a form or text, image, or sound. Some other platforms such are Teachy and Quizziz belongs to educational technology AI that specifically take the role of the teacher, for example making lesson plan, assessment, and the feedback.

AI tools for education are also classified into their functions (Torres et al., 2024), namely: 1) Text Generation System, 2) Image Generation System, 3) Video Generation System, and 4) Code Generation System, such as Gemini and ChatGPT. Text generation system has functions in research, chat, content, language learning, resource generating, search and editorial, such as Gemini and ChatGPT. Image Generation System is used to generate illustration, figure, or presentation, such as Canva and Microsoft Copilot, while Video Generation System is used to generate video based on prompts, such as GammaAI and Monica. Code Generation System is mainly used for code debugging and programming a language, and used primarily in programming. Besides those classification, there are AI that is used to generated sound such as Suno AI, Audio Generator, ElevenLab, ARU, and iLoveSong that helps teacher in listening skill activities. Among four English skills, reading was the most frequent skill emphasized when the teacher used AI. It was followed by writing, speaking and listening. Additionally, AI also assisted the teachers in teaching English component such as grammar, pronunciation, and vocabulary.

In this study, the data from the respondents showed that AI tools were used to assist the teachers for many activities. Classified by the most frequently used functions, the teachers used AI in adapting the materials to meet various level of the students (19,3%), looking for interesting learning resources and activities (18,8%), enhancing the quality of teaching material (13,5%), reducing repetitive administrative task (13%), improving

competence/ qualities of the teachers (13%), assessing students' learning result (12%), increasing students' engagement in learning activities (9,8%), and assisting the teacher during workshop/ training (0,6%). The data is presented in the following figure.

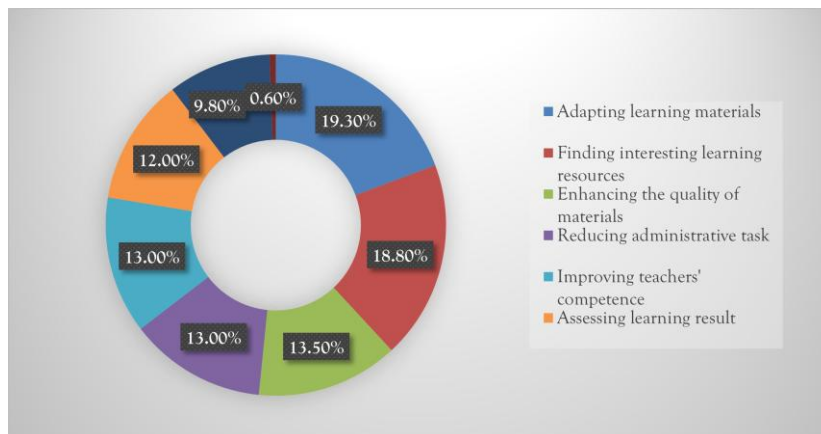


Figure 1. The Use of AI by The Teachers

Furthermore, AI is specified based on the functions in education, which are: 1) Instruction functions such as learning instruction, and feedback; 2) Administrative functions such as assessment and translation, and 3) Analytical functions such as early warning and predictive analysis (Kwid et al., 2024). Based on the data obtained, it can be seen that the types of tools mostly used by the teachers for instruction functions as AI helps the teachers for teaching and learning activities. Only a few that mentioned about administrative functions. Besides, there is no teacher in this study that used AI for analytical functions.

Drawbacks of AI

The use of AI in the classroom certainly brought some drawbacks as well. It affected both the teacher and the students as the users of AI. The teachers testified that AI may decrease their motivation in upgrading themselves. The instant process provided by AI, if redundantly used, caused the teachers to be less creative and innovative. Some of them realized that AI did not always provide suitable and correct answer based on the prompts; thus, they had to be more careful and reread the answers given by AI. Generative AI indeed imposes some risks such as misinformation and fake content, alongside with copyright violation, bias and stereotypes, harmful intention, and economic bias (Tredinnick & Laybats, 2023).

The teachers also highlighted the negative effect of AI on the students. When the teachers allowed them to use AI in the classroom, they also opened social media or other applications during learning activity. AI also made majority of students to be lack of determination since the AI tools help them to finish their homework. AI decrease the ability to think critically and creatively. The survey done by Siahaan (2024) shows similar result that Indonesian students use AI for the academic assignment mostly because it helps them to find the answer or insight for their homework easily and in relatively short time. Huge exposure of AI affects human's cognitive abilities. It decreases the capacity of decision-making abilities, critical thinking abilities, and analytical-thinking abilities (Zhai et al., 2024).

Thus, the teachers shared their experiences in order to minimize the negative effects of AI towards themselves and the students. In the case of the use of AI in the classroom, most teachers agreed that they must have the control towards the use of gadget and the access to AI in the classroom. There should be rules to accommodate the use of AI wisely in the classroom. The teachers realized it was challenging to fully supervised all students in the classroom. Therefore, another solution offered was by giving the students adequate digital literacy skill. Only then the teachers can trust the students to operate their gadget to access AI with enough supervision or rules. The teachers also emphasized the importance of formulating interesting and interactive learning activities. It will provoke their curiosity in the subject do that they will not be dependent on AI. On the other hand, few teachers chose to fully prohibit the use of AI during learning activity in the classroom because they assumed that the students may still misused their gadget. The students did not fully focus on their task as sometimes they opened other application or social media. The situation of Indonesian classroom with big number of students limits teacher's ability to fully focus on all the students.

AI for Development of Teacher's Pedagogical and Professional Competence

The existence and benefit of AI cannot be denied. The presence of AI has brought a disruption that the teachers must be critical in its use: to maintain its benefits yet minimize the bad effects that it brings (Selwyn, 2024). Therefore, to provide optimal learning process, the use of AI must be supervised and regulated by the teachers (Fitria, 2024). Teacher must arrange a set of rules to eliminate the negative effect when the students use AI. In fact, teacher's role is vital because learning process in the classroom is not only transferring the knowledge, but also involves skills to live as a member of society such as teamwork and conflict resolution (Bryant et al., 2023). The teacher must be equipped with adequate professional development to formulate appropriate knowledge and strategies to use AI optimally for educational purposes (Güneyli et al., 2024), one of which is through pedagogical training. Pedagogical training is linked to quality of education, since the training aims to develop teacher professional development for teaching and learning activity (Murtonen, 2024). Numerous trainings or seminars are available with options, whether they are free or paid. Although there has been a phenomenon that a few teachers only follow the trainings or seminars solely for the certificate, there should be stricter rules and self-awareness to maximize the knowledge obtained for those activities.

The influence of AI in teacher professional development covers several stages, which are starting by using AI in teaching and learning activity, teaching people how to use AI properly, and finally making educational innovation regarding the readiness to live with AI (Luckin & Cukurova, as cited in Cukurova et al., 2024). The data showed that most the teachers have familiarized themselves by starting to utilize AI for classroom activities, which reflects pedagogical competences. After mastering AI tool, its function and how to overcome its shortcomings, the teachers can upgrade their skill by doing the next step which is teaching students how to use AI properly. It is related to professional competence because the teachers must understand how to associate English materials with other supporting topics, such as digital literacy. Digital literacy allows the users to use AI for their needs, especially for positive development in their education and career as well as understanding the diversity shown globally (Wei, 2022). Then, in final step, the teachers can collaborate with technological experts to make innovation to develop education qualities. Innovation in education technology should focus on: 1) technology integration to give solution for classroom problems, 2) raise of opportunity to access educational technology to support learning activities, and 3) continuous support for teacher's activities (Pisanu, 2014).

CONCLUSION

According to the findings, the expectation that language teachers will be proficient in AI is becoming a reality, with the majority already utilize it. Numerous AI tools are used for different purposes, from preparing learning materials to enhancing teacher's qualities. As technology is increasingly embedded in our daily life, the integration of AI in education is seen as crucial for preparing students for future challenges as well. Nevertheless, the uneven access to training and different level of enthusiasm to AI indicate the need for improvement. In addition to that, the teachers must be aware of the potential drawbacks of AI that emphasize to the need for careful management. Equipping teachers with the necessary skills through ongoing professional development for teacher competences is therefore a necessity. Teacher must ensure that AI serves as a valuable tool that enhances learning quality.

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