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Artificial Intelligence on ELT in Higher Education: What is Used and Lectures Strategy

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Abstrak

This research aims to see what Artificial Intelligence application used by non-English tertiary students in English classroom. The usages of technological application they occasionally use make their task and assignment. And, what strategies English lecturers may use to respond to students assignment created with the help of AI. Research methodology used in this work is descriptive qualitative one by using Participant Action Research (PAR). This research used interview instrument where students answered some questions related to what applications they were used in completing English assignment. Then the researcher made the transcript and drew conclusion from the answers. Based on the result of interview, Google, Chat GPT, and Gemini were frequently used in doing the assignment. Meanwhile, there were 3 strategies of lecturers' i.e. suppression of academic ethics, using Automatic Article Generator (AAG), and more practice activity. This research can be useful in the ELT field especially lecturer who teaches English to non-English students at State Islamic University. It is undeniable that AI has become part of learning, due to lack of English proficiency, laziness, or limited time the students have. Using AI is useful for them to carry out task effectively and efficiently. This research is focusing on Artificial Intelligence in ELT specifically for lecturer of non-English classroom. In addition, this research is also focused on university students. It is hope that, this research may become an insight for lecturers to respond to e-cheating in ELT classroom of non-English tertiary students.

Keywords: Artificial Intelligence, Elt, University

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I INTRODUCTION

Technology is a tool that humans would not be able to live without and it is used from personal to social life to make human life easier (Dudenay, 2008). In 2021, Indonesian government has declared that Indonesia will be a country that implements Society 5.0 for the Industrial Revolution 4.0 (Ri, 2022). The goal is to improve the quality of human life and overcome global problems such as climate change and poverty (Priyatna, 2019). Moreover, Nastiti and Abdu (2020) in their study state that in Society 5.0, mastery of technology in education is the core point of its implementation. Furthermore, in the implementation of education, it shall be driven towards fulfilling the demands of revolutionary progress (Diy, 2023).

In regards with relationship between technology and education, the trends are centred on Artificial Intelligence (AI). The word “artificial” is something that is not real, simulated, but not completely false regarding being a fraud, hile “intelligence” is something that can replace genuine items because the former has better qualities in a certain context (Fitria, 2021). The review identified five key areas in which AI is being used in ELT: for the development of speaking, of writing and of reading skills, to support pedagogy and for self-regulation. Interestingly, among the language skills, listening did not emerge as an area where AI is being used for support (Edmedd & Crompton, 2023). Artificial intelligence (AI) is a broad term used to describe a collection of technologies that can solve problems and perform tasks to achieve defined objectives without explicit human guidance (Schmidt, 2022).

Information Communication Technology (ICT), Computer Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL), or Internet and web-based tools have been used since the 1960s (Tomlinson, 2019). The use of technology in learning has been carried out for decades and has become part of teaching and learning. The increasing use of technological tools in personal and professional life makes students make more use of this AI (Tomic et al, 2022).

The hottest issue in English learning currently is the integration of technology in learning in which English has played a role in

becoming the world's first language as well (Erdogan, 2019). This technology is also called by the Artificial Intelligence has collared the world of current field of ELT. Furthermore, English is a lingua franca means the language used to communicate between people from various backgrounds (Lauder, 2008). For decades, the mastery of language and technology is the starting point in dealing with it in order to create a globally competitive generation which makes interaction between humans and machines is increasingly higher, which term od "Internet of Things (IoT)" with this "Internet of People (IoP)" (Dudeney&Hockly, 2007) becomes popular in all study programs in higher education. The use of AI has become part of English learning by tertiary level students.

Furthermore, the generation currently studying is Generation Z, who in their daily lives are close to the use of technology and are active in the world of social media (Firdaus&Nawaz, 2024). Apart from that, the lives of students who are studying are also related to the use of technological tools. The English language course is a mandatory subject for students of various majors/study programs, namely English I and II. Based on the facts above, there are problems in learning English, namely students have a tendency to make assignments and exercises by copying and pasting from the internet, so lecturers find it difficult to check student assignments. The assignment is correct in terms of vocabulary, grammar and sentence structure. Students tend not to do their own assignments, but take them directly from the internet. Along with that, the results or grades given are invalid and do not represent their true abilities. This especially happens to non-English students when taking English I and II courses. AI applications are used as sources for working on assignments, projects, and so on. Having the above situation, lecturers face dilemma situation to assess and gives scores on the students' task or assignment.

The situation that the preferred learning is learning that uses digital technology tools (Richards, 2010), means that technology can influence student learning outcomes or the impact of the use of AI on student learning outcomes. Furthermore, the problem stated before has become a problem in learning English as one of

the courses at State Islamic University Imam Bonjol Padang as one of universities in Padang. The use of digital electronic tools has a significant effect compared to learning that does not involve the use of digital technology (Rao, 2014). So, the use of digital tools will become a learning resource for students, additionally, currently students are children who are growing up in the fast world of AI. If the times and technological advances become increasingly rapid, then learning in higher education will be out-dated and not aware of AI and developments of the times (Dakowska, 2018). Besides that, the closer students get to information technology, the more technologically literate they can become and rich in information. With this implemented, it is hoped that students' own competitiveness will become better due to their mastery of AI (Yates, 2024). For example, exam implementation has started to be carried out using Google Forms, the use of learning applications such as Google, YouTube Chat GPT and others. Apart from that, when using technology in learning, it is also necessary to know their motivation for doing assignments by simply copying and pasting from the internet. So, the use of technology that is not well controlled by students needs to be studied as well as their motivation amidst the demands for the importance of English language skills in the era of the Industrial Revolution 5.0.

By stating the above problem, this research will be able to provide an overview and insight of the use of AI application the students use to make their task. Besides, some strategies can also be applied by English lecturers in higher education which can help them to assess and score the students task, or the use of English language learning technology in the technological era. Apart from that, lecturers may have their own strategy to create learning that is appropriate way to students' conditions and the demands of the use of technology (Sun, 2014). Next, it will be possible to know what steps need to be taken according to the findings of this research for English lecturers by knowing the AI application used in the making of their task.

There are several researches and works conducted about the use of AI in English Language teaching. The first one, as alliance, was done by Hockly (Hockly, 2023). The research shows that AI offers a good learning atmosphere for English learning. It has considerable ability to

create a personalized atmosphere, provides a real simulation dialog platform such as spoken English and increases practical skills such as written. The second research was also done by Tupe and Patil (Tupe & Patil, 2024) about AI and ELT. Their work results AI can help students learn better, make feedback quicker, and give more people access to learning English. But it also brings worries about losing jobs, privacy problems, and making unfair differences in who can learn. And the third one was done by Abdurazakova (Abdurazakova, 2024) resulted that AI-driven methodologies of English as a Foreign Language cater to the individualized needs of learners through adaptive learning systems, conversational agents, and automatic feedback mechanisms. As a result, learning environment is more efficient, engaging, and inclusive for all participants. By having these research results, the use of AI has brought into two oppositional findings of both positive and negative one.

As the positive one AI has taken advantages to ELT, and the negative side it brings challenging to ELT itself. The next work also conducted by Keerthiwansha (Keerthiwansha, 2018), his work showed that the conceptual model under discussion is capable of saving time and energy spent for documentation and allocates them solely for teaching and learning purpose. There will be more discussions on technical requirements and pedagogical responsibilities for the use of AI in language learning and teaching. The next work by Ghafar et.all (Ghafar et.all, 2023) which result the growth of digital platforms, learning English has become simpler. The usage of artificial intelligence will grow thanks to computer and mobile technologies. Also, artificial intelligence helps those working in the education sector to teach scientific subjects in a smart and easy-to-understand way and to disseminate them to learners (Mijwill et all, 2023). From these two researches, it can be seen that the usage AI in ELT makes educator easier in ELT classroom, teacher should play the main role. Teachers cannot be ignorant of teaching although the AI has helped them teaching the class.

Imran et. all also conducted research about Artificial Intelligences (AI) that resulted it has helped students develop their language skills in a more personalized and effective way. However, it is important to maintain a balance between the use of Artificial Intelligences (AI)

technology and the role of lecturers in education. Huang (Huang: 2023) resulted that AI will be more and more used in the education field in the future. By analyzing the application of AI in education and the challenges faced by AI technology in education, people have an overall understanding of the situation of AI + education.

All of these works show that although AI is being used by teacher, the responsibility is still

under teacher's control. ELT is not only about gaming, platform, grading, tutoring catboats, etc (Tiwari, 2024), but it is also about controlling and carrying out obligations and responsibility. All of those said points should be done by teacher alone. Thus, AI should not be the platform everything relies on, but only a toll to help teacher in the classroom.

II RESEARCH METHODS

The research method used in this research is the Participant Action Research (PAR) research approach. PAR according to Hall and Lar is action research activities as a result of the research process, namely research that begins with planning, carrying out actions or actions, and evaluating the results of the action (Hall & Lar, 2020). Apart from that, PAR is a research model that involves all relevant parties to study ongoing actions in order to make changes and improvements for the better. According to Alghifari, the steps from Participant Action Research are: (Al-Ghifari, 2012)

1. Planning

In this planning stage, the researcher creates a PAR group involving research and research members and then a PAR plan is created by the researcher and research members as well.

2. Implementation

The second stage is implementation. In this method, implementation will be carried out by collecting field data. It is also carried out after making contact with the research object.

3. Analysis

Analysis in the PAR approach in this research was carried out by analyzing data obtained from the field. The results obtained from this analysis process will then be evaluated

4. Evaluation

Evaluation is the final stage of the PAR stage in this research; evaluation is obtained from analysing field data obtained from analysis. At this evaluation stage, follow-up is also carried out on the research results that have been obtained. This is mainly aimed at research objects where researchers conduct research at the university.

From the research method used above, first the researcher will form a PAR group consisting of the research leader, member

researchers, students involved, lecturers and leaders at the university that will be the research site. Researchers and members will take care of the administration so that research can be carried out later at the selected universities. Next, the researcher will make a plan by conducting an FGD with members to create a plan for the research to be carried out. After the planning process is complete, the researcher will map the area according to the sampling specified above. In other words, it is the selection of universities that will be used as research samples.

After obtaining the sample, the researcher contacted the actors who would play a role in this research, namely students, lecturers and leaders of the university where the research was conducted. After determining the field sample, the researcher collected data using interview instruments, data analysis and observation. After collecting field data, the researcher then developed a strategy for analyzing the data. Next, after all these processes are complete, the researcher prepares an action plan/action based on the research results that have been obtained.

This type of research approach is qualitative with a qualitative descriptive method. According to Sudaryono, descriptive qualitative is a research method based on postpositive philosophy, used to examine the condition of natural objects where the researcher is the key instrument (Sudaryono, 2016). By using instruments in the form of interviews, in which this instrument is used to answer research questions. The research problems obtained are based on the National Research Master Plan (RIRN), (RIRN, 2017) which is related to the educational domain. This is the main background of this research. To determine the research sample, the Purposive Sampling method was used

to determine which universities would be used as samples from the entire population. Three universities that have English I and II courses will be taken in non-English majors or study programs.

Present the materials, methods, survey, questionnaire etc used for the study. Author should explain whether this study is experimental,

or review study, or simulation based or survey based. Discuss software, hardware's used during study with their brand names. Mention all research conditions, assumptions, theories followed. This section should be easy enough for any reader to repeat the study under similar conditions.

III RESULTS AND DISCUSSION

After collecting data from 20 respondents at State Islamic Studies Imam Bonjol Padang, Law Faculty of Syariah Banking Management, semester four, has resulted the following is the outcome of the interview. It indicated the application the students used to help them accomplished their English assignment:

1. Google

Google is used by the students to help them finding references or meaning of new words. Besides Google as the first platform to find the vast majority of resources are being used in order to give them the link to find the answer of their task, assignment, or any project of English classroom. As a matter of fact, Google as the sea information helps people sort quickly through the rapidly growing amount of content being put online (Hamilton&Swanton, 2024). Having said that, the first network application the students at State Islamic University Imam Bonjol Padang on their English class.

2. Chat GPT

The second application is Chat GPT. It is an artificial intelligence (AI) chat bot that uses natural language processing to create humanlike conversational dialogue. The language model can respond to questions and compose various written content, including articles, social media posts, essays, code and emails (Hetler, 2023). The reason the students use this application because it is easy for them to find the answer or making many types of task and assignment in English classroom.

It is also a trendy application to be used in the level of tertiary students is Chat GPT. It is a conventional application to be used to help students to find answers, making task or projects in English class.

3. Gemini

The third application the students occasionally use to help them in doing their

assignment is Gemini. Gemini is the result of large-scale collaborative efforts by teams across Google, including our colleagues at Google Research. It was built from the ground up to be multimodal, which means it can generalize and seamlessly understand, operate across and combine different types of information including text, code, audio, image and video (Pichai&Hassabis, 2023).

This last AI application is Gemini, this also a convenient application to help the students fulfilling English task during semester. They use this application to help them making the English task and assignment in order to ease them save time.

Dealing with the above point, there are some strategies English lecturer may do in order to face the reality of usage of AI application in English class. They are as the following:

1. The ethical academic strategy

The basic concept of being a university student is having integrity. By emphasizing the ethical academic agreement in the first place may become prevention of e-cheating classroom. Higher education students are most likely adult or will reach adulthood. Boehm (Boehm&Justice, 2009) point two specific principles in emphasizing ethical academic in higher education. The first step is how teacher determine the initialisation perceiving as something the most effective in promoting academic integrity and reducing academic dishonesty in higher education. The second one is making recommendations to administrators for improving academic integrity.

2. Using Automatic Article Generator (AAG)

Abdelaal (Abdelaal, 2019) defines Automatic Article Generator (AAG) as computer programs search the databases according to user given keywords or the suggested research topic

and then they compose related articles in a requested style. Occasionally, students' work cannot be noticed by naked eyes. It needs special application to detect the assignment in order to be able to decide the right way to grade those tasks. One of the application lecturers may use to do so is AAG, therefore the assignment with or without help of AI application can be detected. As the result, lecturer may make the best decision to grade students work.

3. Classroom practice

IV CONCLUSION

AI has colored academic life in the university level, and shifted the integrity into cheating. This circumstance cannot be avoided due to technological advances, inseparability of technology and modern academic students, or undetected works by lecturers. However, by knowing the application and applying specific strategies in ELT, lecturers are still able to take the right steps i.e pointing ethical academic in the classroom, using AAG application and vary the tasks with classroom practical. Having said the above points, it is hoped that e-cheating may be addressed correctly.

Lecturers must find creative ways to integrate them into the teaching and learning process and offer practical suggestions for classroom practice (Yeo, 2023). Dealing with the e-cheating in the classroom, one of the strategies lecturer may use is to vary the tasks with classroom practice. The students are not asked to write their task, but to practice it in front of the class. By doing this, assessing students' assignment is more valid and reliable.

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