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AI In English Language Learning: Madurese Learners' Perspective

Mohammad Amiruddin[1], M. Khoiri[2] , Nur Syakherul Habibi[3]

[1]Program Studi Pendidikan Bahasa Inggris, Universitas Madura
[2]Program Studi Pendidikan Bahasa Indonesia, Universitas Madura
[3]Program Studi Manajemen, Universitas Madura
e-mail: amiruddin@unira.ac.id, khoiri83@unira.ac.id, habibi@unira.ac.id

Abstrak

Studi ini bertujuan untuk mengeksplorasi perspektif pembelajar bahasa Madura tentang penggunaan AI dalam pembelajaran bahasa Inggris, dengan fokus pada manfaat, tantangan, dan pengalaman belajar yang dirasakan. Dengan menggunakan desain penelitian deskriptif kualitatif, studi ini melibatkan pembelajar bahasa Inggris asal Madura yang memiliki pengalaman menggunakan alat pembelajaran bahasa Inggris berbasis AI. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi pada 20 responden. Temuan menunjukkan bahwa pembelajar bahasa Madura umumnya memandang AI sebagai alat yang mendukung dan memotivasi dalam belajar bahasa Inggris. AI berkontribusi pada peningkatan kosakata, tata bahasa, pengucapan, dan keterampilan menulis. Alat AI juga ditemukan dapat meningkatkan otonomi pembelajar dengan memungkinkan latihan mandiri dan mengurangi kecemasan, khususnya dalam aktivitas berbicara, dan tidak dapat sepenuhnya menggantikan peran guru dalam memberikan penjelasan kontekstual dan dukungan emosional. Integrasi AI yang efektif membutuhkan bimbingan guru, dukungan teknologi yang memadai, dan pendekatan yang responsif secara budaya untuk memastikan pengalaman belajar yang bermakna dan inklusif.

Kata kunci: *Kecerdasan Buatan, Pembelajaran Bahasa Inggris, Pembelajar dari Madura, Perspektif Pembelajar, Pembelajaran Berbantuan Teknologi.*

Abstract

This study aims to explore Madurese learners' perspectives on the use of AI in English language learning, focusing on perceived benefits, challenges, and learning experiences. Employing a qualitative descriptive research design, the study involved Madurese learners of English who had experience using AI-based English learning tools. Data were collected through semi-structured interviews and observations at 20 respondents. The findings reveal that Madurese learners generally perceive AI as a

supportive and motivating tool in learning English. AI contributed to improvements in vocabulary, grammar, pronunciation, and writing skills. AI tools were also found to promote learner autonomy by enabling self-paced practice and reducing anxiety, particularly in speaking activities and cannot fully replace the role of teachers in providing contextualized explanations and emotional support. Effective integration of AI requires teacher guidance, adequate technological support, and culturally responsive approaches to ensure meaningful and inclusive learning experiences.

Keywords : *Artificial Intelligence, English Language Learning, Madurese Learners, Learner Perspective, Technology-Assisted Learning*

INTRODUCTION

The rapid development of Artificial Intelligence (AI) has significantly influenced educational practices, including English Language Learning (ELL). AI-powered tools such as intelligent tutoring systems, language learning applications, chatbots, speech recognition software, and automated feedback systems have transformed how learners access, practice, and evaluate language skills (Ozer, 2024). In the context of English language education, AI offers personalized learning experiences, immediate feedback, and flexible learning opportunities that extend beyond traditional classroom boundaries (Aijun, 2024).

For learners from minority language backgrounds, such as Madurese learners in Indonesia, the integration of AI into English language learning presents both opportunities and challenges (Ekizer, 2025). Madurese learners typically grow up in a multilingual environment where Madurese is used as the first language, Indonesian as the national language, and English as a foreign language. This linguistic situation often influences learners' pronunciation, vocabulary acquisition, grammatical accuracy, and confidence in using English. AI-based English learning tools may help address these challenges by providing individualized practice, adaptive learning paths, and exposure to authentic English input (Ozer, 2024).

From the Madurese learners' perspective, AI can function as a supportive learning companion that reduces anxiety and encourages autonomous learning (Lodge, 2024). Many AI applications allow learners to practice speaking and writing without fear of negative evaluation, which is particularly beneficial for learners who may feel insecure due to strong regional accents or limited exposure to English. Features such as speech recognition, instant correction, and personalized feedback can help Madurese learners identify specific areas of difficulty, including pronunciation influenced by Madurese phonological patterns.

However, the introduction of AI in English language learning is not without limitations. Madurese learners may encounter challenges related to technological access, digital literacy, and the cultural relevance of AI-generated content (Qin & Chuaychoowong, 2025). Some learners may also perceive AI feedback as less nuanced than human teacher feedback, especially in understanding local contexts and

learning needs. Furthermore, overreliance on AI tools may reduce opportunities for meaningful human interaction, which remains essential for developing communicative competence (Aijun, 2024).

Therefore, investigating Madurese learners' perspectives on the use of AI in English language learning is crucial to understanding how AI can be effectively integrated into local educational contexts. Such research can provide insights into learners' attitudes, perceived benefits, challenges, and expectations regarding AI-assisted English learning. Ultimately, this understanding can inform educators, curriculum designers, and policymakers in designing AI-supported English learning models that are pedagogically sound, culturally sensitive, and responsive to the needs of Madurese learners.

METHODS

This study employed a qualitative descriptive research design to explore Madurese learners' perspectives on the use of Artificial Intelligence (AI) in English Language Learning (ELL). A qualitative approach was considered appropriate because it aimed to obtain an in-depth understanding of learners' perceptions, experiences, attitudes, and challenges in using AI-assisted English learning rather than to examine statistical relationships among variables (Lim, 2025). The study involved 20 Madurese undergraduate students enrolled in the English Education Study Program at Universitas Madura, Pamekasan, East Java, Indonesia, who were between 18 and 22 years old and had experience using AI-based applications for English learning for at least six months. Participants were selected through convenience sampling because they were readily accessible to the researchers and met the inclusion criteria of being active English learners with prior experience using AI tools. The participants reported regularly using applications such as ChatGPT for writing practice, idea generation, and grammar explanations, Grammarly for proofreading and grammar correction, and Google Gemini for vocabulary development, translation, and reading comprehension, typically two to five times per week. The study was conducted between January and March 2026. Prior to data collection, participants were informed about the objectives and procedures of the study, the voluntary nature of their participation, and the confidentiality of their responses, after which written informed consent was obtained from all participants. Data were collected through classroom observations, and semi-structured interviews. Classroom observations were conducted to examine learners' interactions with AI applications during English learning activities, while the questionnaire gathered demographic information and patterns of AI usage, including the types of AI applications used, frequency of use, and general perceptions of AI-assisted learning. Semi-structured interviews were subsequently conducted to explore participants' experiences, perceived benefits, challenges, motivation, learning autonomy, and attitudes toward AI-assisted English learning, with each interview lasting approximately 30–45 minutes. The qualitative data were analyzed using thematic analysis following the six-phase framework proposed by Braun and Clarke

(2006), including familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. To enhance the credibility of the findings, data obtained from observations, questionnaires, and interviews were triangulated throughout the analysis process.

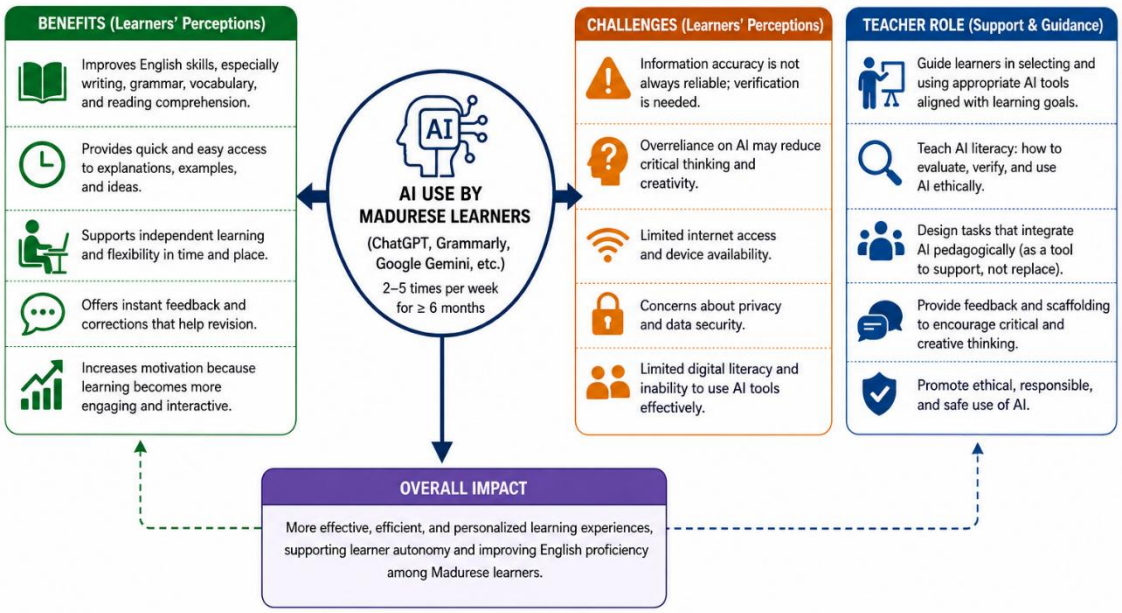

Figure 1 Integrating AI in English Language Learning (ELL) for Madurese Learners

RESULTS AND DISCUSSION

The findings of this study reveal several key themes related to Madurese learners' perspectives on the use of Artificial Intelligence (AI) in English Language Learning (ELL). Data obtained from observations and interviews indicate that learners generally hold positive attitudes toward AI-assisted English learning, although certain challenges and concerns remain. The transcripts indicate that most Madurese learners initially viewed AI as a modern and practical tool for learning English. Many participants expressed curiosity and enthusiasm when first using AI applications as shown in the following table.

Table 1. Summary of Themes Emerging from Interview Data (N = 20)

Theme	Sub-theme / Code	Number of Participants (n = 20)	Representative Quote	Participant Code
Initial perceptions of AI	Curiosity toward AI; Acceptance after experience	18	*"At first, I thought AI was only for technology students, but after using it for learning English, I*	P1

			realized it can really help me understand grammar and vocabulary faster."	
Perceived usefulness of AI	Independent learning; Flexible learning; Instant feedback	20	*"When I use AI, I can practice speaking many times. I'm not afraid of making mistakes because no one laughs at me."*	P3
Improvement of English skills	Vocabulary development; Grammar accuracy; Speaking practice; Writing support	19	*"AI helps me understand grammar and vocabulary faster."*	P1
Pronunciation awareness	Accent correction; Repeated pronunciation practice; Speech recognition	17	*"Sometimes my pronunciation is still Madurese style. The AI corrects me, and I repeat until it sounds closer to English."*	P4
Increased motivation and confidence	Reduced anxiety; Safe learning environment; Willingness to practice	18	*"I'm not afraid of making mistakes because no one laughs at me."*	P3
Learner autonomy	Self-directed learning; Flexible study time; Independent practice	16	*"I can study anytime and repeat the exercises until I understand."*	P12
Technical and digital challenges	Internet access; Device limitations; Digital literacy	14	*"Sometimes the internet is slow, so I cannot use AI effectively."*	P9
Limitations of AI feedback	General explanations; Lack of contextual feedback	15	*"AI gives the answer quickly, but sometimes I don't understand why it is wrong."*	P5
AI as a complementary tool	Teacher mediation; Human interaction; Cultural understanding	20	*"AI is helpful, but the teacher understands us better, especially our culture and our difficulties as Madurese students."*	P6
Cultural relevance	Local context; Madurese cultural understanding	13	*"AI examples are sometimes different from our daily life and culture."*	P18

Excerpt (P1)

> "At first, I thought AI was only for technology students, but after using it for learning English, I realized it can really help me understand grammar and vocabulary faster."

This response shows that learners' perceptions shifted from unfamiliarity to acceptance after direct experience. A dominant theme in the transcripts is the

perceived usefulness of AI in improving English skills. Learners frequently mentioned instant feedback, flexibility, and independent practice.

Excerpt (P3):

> "When I use AI, I can practice speaking many times. I'm not afraid of making mistakes because no one laughs at me."

This excerpt reflects how AI reduces anxiety and creates a safe learning environment, especially for learners who lack confidence in speaking English. Several Madurese learners highlighted how AI helped them recognize pronunciation problems influenced by their local accent.

Excerpt (P4):

> "Sometimes my pronunciation is still Madurese style. The AI corrects me, and I repeat until it sounds closer to English."

This indicates that AI tools play a role in raising phonological awareness among Madurese learners.

Despite positive responses, the transcripts also reveal challenges. Some learners expressed concerns about technical issues, internet access, and limited explanations from AI.

Excerpt (P5):

> "AI gives the answer quickly, but sometimes I don't understand why it is wrong. I still need the teacher to explain."

This suggests that AI feedback is perceived as helpful but incomplete without teacher mediation. The transcripts further show that learners do not view AI as a replacement for teachers. Participants emphasized the importance of human interaction and cultural understanding.

Excerpt (P6):

> "AI is helpful, but the teacher understands us better, especially our culture and our difficulties as Madurese students."

This highlights learners' awareness of the sociocultural dimensions of language learning. Overall, the interview transcripts demonstrate that Madurese learners perceive AI as a supportive and motivating tool in English Language Learning. The data reveal a balance between appreciation for AI's technological advantages and

recognition of its limitations (Kouloukoui et al., 2025). Learners consistently position AI as a complementary tool that enhances learning when combined with teacher guidance and culturally relevant instruction (Meng et al., 2025).

The findings of this study align with previous research on AI in English language learning, which highlights the role of AI in enhancing personalized learning and learner autonomy. From the Madurese learners' perspective, AI functions as an effective supplementary tool rather than a replacement for traditional instruction (Sujatna et al., 2024). It is linier to the study of (Anggraini et al., 2024) and (Peterson & Jabbari, 2023) stating that this supports theories of Computer-Assisted Language Learning (CALL) and learner autonomy, which emphasize technology as a facilitator of independent and meaningful learning experiences.

Most Madurese learners perceive AI as a helpful and innovative tool in learning English. Participants report that AI-based applications make learning more engaging, flexible, and accessible. It is supported by (Xu, 2025) and (Tan et al., 2025) that features such as instant feedback, interactive exercises, and adaptive learning systems allow learners to study independently at their own pace. Many learners state that AI tools help them practice English outside the classroom, especially when direct interaction with English teachers or native speakers is limited (Ekizer, 2025).

The findings show that learners believe AI contributes to improvements in several English skills, particularly vocabulary, grammar, pronunciation, and writing. Pronunciation tools and speech recognition features are perceived as especially beneficial for Madurese learners, whose first language phonological system differs significantly from English. Learners report becoming more aware of pronunciation errors influenced by their regional accent and feel more confident practicing speaking through AI applications (Choi, 2025) and (Rosi, 2024).

AI-assisted learning is found to promote learner autonomy among Madurese learners. Participants indicate that AI tools encourage self-directed learning by allowing them to choose materials, track progress, and repeat exercises as needed. The non-judgmental nature of AI also reduces anxiety, motivating learners to practice English more frequently without fear of making mistakes (Du, 2026).

Despite the positive perceptions, several challenges are identified. Some learners experience difficulties related to limited internet access, lack of suitable devices, and low digital literacy (Judijanto et al., 2024). In addition, a few participants express concern that AI feedback is sometimes too general or inaccurate, particularly in explaining complex grammar or context-specific language use (Lodge, 2024).

The findings also reveal that AI tools are often perceived as culturally distant from the learners' local context. Madurese learners note that AI-generated examples and content rarely reflect their cultural background, which can reduce relevance and comprehension. Moreover, learners emphasize that AI cannot fully replace the role of teachers, especially in providing emotional support, moral guidance, and culturally sensitive explanations (Haroud & Saqri, 2025).

The perceived improvement in pronunciation and speaking confidence can be explained through form-focused instruction and immediate corrective feedback

provided by AI tools (Aijun, 2024). For Madurese learners, whose English pronunciation is often influenced by local phonological features, repeated practice with AI-based pronunciation models helps raise awareness of language form without social pressure.

Furthermore, the increased motivation reported by learners reflects affective filter theory, as AI reduces anxiety and fear of negative evaluation. By providing a safe environment for practice, AI enables learners to engage more actively in English learning (Anggraini et al., 2024). However, the challenges related to access and digital literacy indicate a digital divide that may limit the effectiveness of AI integration, particularly in rural or under-resourced Madurese-speaking areas.

The cultural limitations identified in this study highlight the importance of contextualized and culturally responsive AI tools. Sociocultural theory suggests that language learning is deeply connected to social and cultural contexts; therefore, AI tools should be adapted to reflect learners' local realities. Teachers remain essential mediators who can contextualize AI-generated content and guide learners in meaningful language use (Zhai, 2025).

Overall, the discussion suggests that while AI offers significant benefits for Madurese learners, its effectiveness depends on thoughtful integration with pedagogy, teacher guidance, and cultural sensitivity. AI should be positioned as a supportive learning aid that complements human instruction rather than replacing it.

CONCLUSION

This study concludes that AI is generally perceived as a beneficial and supportive tool that enhances the English learning experience for Madurese learners. AI contributes to the development of specific language skills, particularly vocabulary acquisition, grammar accuracy, pronunciation practice, and writing proficiency. It provides immediate feedback, flexible access to learning materials, and opportunities for repeated practice, helping learners overcome anxiety while building confidence in using English. Furthermore, AI promotes learner autonomy and motivation by enabling students to practice independently and at their own pace. These findings suggest that AI should be viewed as a complementary learning tool rather than a replacement for human instruction. However, this study has several limitations, including the relatively small number of participants, its focus on a single educational context, and its qualitative design, which emphasizes learners' perceptions rather than objective measures of learning outcomes. Therefore, future research should involve larger and more diverse samples, apply mixed-methods or experimental approaches, and examine the long-term effects of AI-assisted learning on vocabulary, grammar, pronunciation, writing, and other English language skills across different educational contexts.

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