ABSTRACT

FENNA MONICA SITORUS, 2024 — *The Impact of Artificial Intelligence (AI) Technology Usage on English Skills Among Thai High School Students || (A Mixed-Methodology Study).* Bachelor's Thesis, English Language Education Department, Faculty of Teacher Training and Education, Prima Indonesia University.

This research is titled *The Impact of Artificial Intelligence (AI) Technology Usage on English Skills Among Thai High School Students*.

This study uses a mixed-methods method, which is a qualitative approach supported by quantitative data from the results of a combination of closed and open questionnaires. The research sample consisted of 32 high school students from various schools in Thailand who actively use AI technology in learning English. Data collection techniques were carried out through interviews, literature studies, and questionnaires that measure the level of effectiveness of AI in improving students' English skills.

The results showed that the use of AI technology has a significant positive impact on improving English skills, especially in the aspects of writing, grammar correction, speaking, reading, and listening. Based on the results of the quantitative analysis, 68.8% of students agreed that AI technology helps improve their English skills, while 18.8% of students were neutral, and 12.4% disagreed.

From the qualitative data, students stated that AI features such as natural language processing, auto-correction, and AI-based exercises helped them learn more effectively and efficiently. However, this study also found several obstacles through quantitative data, such as the cost of subscribing to premium features, 56.3% of students felt that the free features were less than optimal, limited understanding in using AI, 31.3% of students felt that the application was difficult to understand, and the lack of direct interaction with humans in speaking practice.

Although AI technology provides significant benefits, the majority of students still believe that AI cannot completely replace the role of teachers in learning English. Therefore, a combination of AI technology and conventional learning methods is still needed for more optimal results.

Keywords: *Artificial Intelligence, English Skills, High School Students, Thailand, Educational Technology.*

ABSTRAK

FENNA MONICA SITORUS, 2024 ─ *Dampak Penggunaan Teknologi Kecerdasan Buatan (AI) terhadap Keterampilan Bahasa Inggris di Kalangan Siswa SMA Thailand || (Studi Deskriptif Kualitatif).* Skripsi Sarjana, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Prima Indonesia.

Penelitian ini berjudul *Dampak Penggunaan Teknologi Kecerdasan Buatan (AI) terhadap Keterampilan Bahasa Inggris di Kalangan Siswa SMA Thailand.*

Penelitian ini menggunakan metode mixed-methods, yaitu pendekatan kualitatif yang didukung oleh data kuantitatif dari hasil gabungan kuesioner tertutup dan terbuka. Sampel penelitian terdiri dari 32 siswa SMA dari berbagai sekolah di Thailand yang secara aktif menggunakan teknologi AI dalam pembelajaran bahasa Inggris. Teknik pengumpulan data dilakukan melalui wawancara, studi pustaka, dan kuesioner yang mengukur tingkat efektivitas AI dalam meningkatkan keterampilan bahasa Inggris siswa.

Hasil penelitian menunjukkan bahwa penggunaan teknologi AI memberikan dampak positif yang signifikan terhadap peningkatan keterampilan bahasa Inggris, terutama pada aspek writing, grammar correction, speaking, reading, dan listening. Berdasarkan hasil analisis kuantitatif, 68,8% siswa setuju bahwa teknologi AI membantu meningkatkan keterampilan bahasa Inggris mereka, sedangkan 18,8% siswa bersikap netral, dan 12,4% tidak setuju.

Dari data kualitatif, siswa menyatakan bahwa fitur AI seperti natural language processing, auto-correction, dan latihan berbasis AI membantu mereka belajar lebih efektif dan efisien. Namun, penelitian ini juga menemukan beberapa kendala melalui data kuantitatif, seperti mahalnya biaya berlangganan fitur premium, 56,3% siswa merasa fitur gratis kurang optimal, keterbatasan pemahaman dalam penggunaan AI, 31,3% siswa merasa aplikasi sulit dipahami, dan minimnya interaksi langsung dengan manusia dalam praktik berbicara. Meskipun teknologi AI memberikan manfaat yang signifikan, namun mayoritas siswa masih beranggapan bahwa AI tidak dapat sepenuhnya menggantikan peran guru dalam pembelajaran bahasa Inggris. Oleh karena itu, kombinasi teknologi AI dan metode pembelajaran konvensional masih diperlukan untuk hasil yang lebih optimal.

Kata kunci: *Kecerdasan Buatan, Keterampilan Bahasa Inggris, Siswa Sekolah Menengah, Thailand, Teknologi Pendidikan.*
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