

Students' Perceptions of Artificial Intelligence's Potential to Replace Teachers in English Language Teaching

Nining Farida¹, Wawat Srinawati², Hafiz Hasan³, Fitriah Alweni⁴, Siti Nurfadillah Sofyan⁵

English Language and Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Bogor Raya

Correspondence Author: wawatsrinawati@gmail.com

niningfarida046@gmail.com, Wawat_srinawati@gmail.com, hafidzhasan101@gmail.com,

fitriahalweni56@gmail.com, dilahsofyan10@gmail.com

ABSTRAK

Perkembangan teknologi yang pesat telah memberikan dampak besar pada berbagai aspek kehidupan manusia, seperti pendidikan, ekonomi, kesehatan, dan komunikasi. Kecerdasan Buatan (AI) dapat memberikan berbagai manfaat dengan menyediakan pembelajaran yang lebih interaktif, adaptif, dan fleksibel sesuai dengan kebutuhan siswa. Penelitian ini bertujuan untuk menyelidiki persepsi siswa terhadap potensi AI untuk menggantikan peran guru dalam pembelajaran bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus dan teknik pengumpulan data melalui wawancara dengan mahasiswa program studi Pendidikan Bahasa Inggris semester ketiga di Universitas Muhammadiyah Bogor Raya. Hasil penelitian menunjukkan bahwa mahasiswa menganggap AI sebagai alat bantu pembelajaran inovatif dalam meningkatkan akses pembelajaran dan pembelajaran mandiri. Selain itu, mahasiswa juga percaya bahwa AI belum dapat sepenuhnya menggantikan peran guru dalam pembelajaran bahasa Inggris, terutama dalam hal interaksi sosial, memberikan umpan balik yang tepat, dan pembentukan karakter. Oleh karena itu, dapat disimpulkan bahwa Kecerdasan Buatan dapat memfasilitasi proses pembelajaran, sehingga dapat dianggap sebagai pelengkap pembelajaran dan belum dapat sepenuhnya menggantikan peran guru dalam pembelajaran bahasa Inggris.

Kata kunci: Kecerdasan Buatan, Peran Guru, Pengajaran Bahasa Inggris, Pembelajaran Inovatif

ABSTRACT

Rapid technological developments have had a major impact on various aspects of human life, such as education, economics, health, and communication. Artificial Intelligent could provide various benefits by providing more interactive, adaptive, and flexible learning according to the needs of students. This study aimed to investigate students' perceptions of the potential of AI to replace the role of teachers in English language learning. This study used a qualitative approach with a case study design and data collection techniques through interviews with third-semester English education students at Muhammadiyah University Bogor Raya. The results showed that students consider AI to be an innovative learning support tool in improving access to learning and independent learning. In addition, students also believed that AI could not completely replace the role of teachers in English language learning, especially in terms of social interaction, providing appropriate feedback, and character building. Therefore, it could be concluded that Artificial Intelligence could facilitate the learning process, so that it could be considered a complement to learning and cannot yet completely replace the role of teachers in English language learning.

Keywords: Artificial Intelligence, Teacher's Role, English Language Teaching, Innovative learning

INTRODUCTION

Rapid technological developments have brought about major changes in various aspects of life, such

as social, economic, educational, health, communication, and many more. In the field of education, the most frequently discussed

technological innovation is artificial intelligence (AI). AI can help learners in independent learning. AI technologies such as ChatGPT, Gemini, Blackbox AI, and others have integrated automatic assessment into their systems. This technology allows students to easily access learning materials, receive instant feedback, and practice language skills independently. In English language teaching, AI plays an important role in supporting the learning process. AI-based applications support students in improving their writing, speaking, reading, and listening skills through various learning systems available in each technology.

Students can use AI for various learning activities, such as checking grammar, exploring various ideas, practicing speaking, and quickly obtaining learning materials. This makes it easier for students to access learning independently.

Regardless of this concern, teaching is not only about imparting knowledge. Teachers play a role that goes beyond this; they act as facilitators, motivators, and mentors. Teachers can provide emotional support, guide students' learning processes, and create meaningful interactions in the classroom.

In terms of perception, English education students are very much needed because they are prospective teachers who will experience teaching English in the future, so this is certainly important to study. A student's opinion can provide valuable insights into technology in learning practices.

Therefore, this study aims to explore the perceptions of English education students regarding the potential of artificial intelligence to replace the role of teachers in English language teaching. These findings are expected to broaden the readers' insights and serve as policy guidelines regarding the integration of AI in English language teaching to make it more effective.

METHOD

This study uses a qualitative approach with a descriptive design. The aim is to produce an in-depth understanding of the potential of AI to replace the role of teachers in English language teaching. The researcher collected narrative data based on the respondents' experiences, beliefs, and reasoning regarding the topic discussed. Therefore, the data collection technique used was interviews. The sources in this study were third-semester English education students at Muhammadiyah Bogor Raya University because they were

considered to be future English teachers and, of course, with technology advancing more rapidly than it is today.

RESULT AND DISCUSSION

AI in English language teaching has a significant impact on the teaching and learning process, which is in line with the current state of globalization that emphasizes efficiency and adaptability. One of the significant impacts in this era of AI technology is the ease of access to more interactive learning resources (Dwi, Siti, 2024). The use of AI in teaching can also expand opportunities for independent learning and enhance the learning experience. The implementation of AI-based adaptive learning approaches enables independent, interactive, and flexible learning processes according to student needs (Tiwari, 2024; Wang et al., 2023).

Currently, AI-based learning media can support students in developing the language skills necessary for various needs. AI is a simulation of human intelligence in machines that can perform tasks that resemble human intelligence, such as problem solving, understanding a language, and pattern recognition (Umar, 2024). The use of AI provides promising opportunities to analyze innovations in more adaptive language teaching and learning.

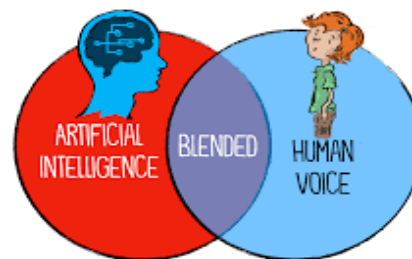


Figure 1.1. Using predictive analytics

Tools commonly used by teachers and students based on the language skills required, for example, tools for writing are ChatGPT and Gemini, translation tools are Google Translate, DeepL Translate, and Google Docs, AI grammar tools are available from Quill Bot and Grammarly, and tools for practicing listening skills are available from Duolingo and ELSA Speak. These tools help

provide a more effective and efficient learning experience (Wafa & Sulistyarningsih, 2025).

AI is available at all times, unlike human staff who have time constraints. AI chatbots and virtual assistants can operate continuously without fatigue. This means that students, as users of AI as a learning tool, can access information and learning materials anytime and anywhere. AI in education can provide more flexible learning because AI can provide explanations according to needs, suggest learning resources, and so on.

This has an impact on English language teaching, such as reshaping the professional role of teachers. However, AI can also become a teacher's assistant because it can provide opportunities for teachers to broaden their knowledge, improve pedagogical practices, and manage their responsibilities effectively (Sayfiddinova, 2025).

Nowadays, technology innovates every day, so the existence of AI is currently a new innovation in the world of education because AI has changed the way people think and learn to a certain extent. AI can easily provide what we want with its various features, making humans spoiled by the ease of access it creates.

Therefore, researchers aim to find out how the perspective an English education student aspiring to become an English teacher in the future conducted research by interviewing third-semester students in the English education program at Muhammadiyah Bogor Raya University. The results show that some people disagree with replacing teachers with AI in the learning process because, after all, humans are still far more intelligent than machines, and machines are also man-made, which is enough to prove that human intelligence is better than machines. Make AI just one of the easily accessible media for learning English. Currently, AI is very good because there are many artificial intelligences that can assist in the language learning process. However, it must remain within reasonable limits and should not be overly relied upon because, after all, artificial intelligence is something created by humans, and every answer given is not always correct or incorrect if it is not checked properly. According to the source, it can improve speaking, listening, or writing skills, but it must remain under clear supervision and limitations.

Reading and writing are not easy tasks for artificial intelligence to perform; there are always shortcomings. Although artificial intelligence is currently trending, it is also important to guard against addiction to its use. The role of teachers is still being developed more broadly so that they feel more secure. Meanwhile, others argue that the findings show that students view artificial intelligence as an innovative learning tool that improves access to learning and supports independent learning. However, students believe that AI cannot completely replace teachers in English language teaching, especially in terms of social interaction, providing appropriate feedback, and character building. Students view artificial intelligence as an innovative tool that helps improve access to learning materials and supports independent learning.

AI is seen as a supporting tool, not a substitute for teachers. The interviewees argued that artificial intelligence cannot replace teachers because teachers play an important role in social interaction, providing appropriate feedback, and supporting student character development. According to the interviewees' perception, artificial intelligence supports learning by increasing access to learning resources and encouraging independent learning. In addition, they consider social interaction, meaningful feedback, and character building to be irreplaceable aspects that cannot be fully provided by artificial intelligence. They view artificial intelligence as a learning support tool, while teachers are considered important for interaction, guidance, feedback, and character building.

Overall, students believe that artificial intelligence has strong potential as an innovative learning tool, but it cannot completely replace teachers in English language teaching.

CONCLUSION

In conclusion, artificial intelligence has become an important innovation in the world of education, especially in English language teaching. AI offers various benefits such as flexible, personalized learning that is easily accessible to various groups. Research shows that AI cannot completely replace the role of teachers. Teachers remain important in providing emotional support, motivation, social interaction, and character development for students. AI is considered a useful learning support

tool, but the role of teachers is still needed in the teaching process. Therefore, the role of AI here is as a complementary tool or innovative learning medium. AI must be integrated as a collaborator between technology and teachers in order to create a meaningful and effective learning experience. However, students should not be overly indulged with AI-based technology that is practical and easily accessible anytime and anywhere, as this will cause addiction and make students lazy to think, which will affect human intelligence performance. Therefore, we must make the best use of AI and integrate its use intelligently so that its benefits are more felt in the world of education.

REFERENCES

- Nurainisah, Ela, et al (2025). The Role of Artificial Intelligence (AI) in English Language Teaching in the Era of Globalization: A Literature Review. *English Teaching Journal and Research*.5(2) 193-198.
- Wang, S., Christensen, C., Cui, W., Tong, R., Yarnall, L., Shear, L., & Feng, M. (2023). When adaptive learning is effective learning: Comparison of an adaptive learning system to teacher-led instruction. *Interactive Learning Environments*, 31(2), 793–803.
- Wafa & Sulistyaningsih (2025) Exploring the Integration of Artificial Intelligence in English Language Teaching: Trends, Challenges, and Pedagogical Implications. *English Education and Literature Journal (E-Jou)*. 5 (1) 123
- Sayfiddinova, Nozima (2025) The Role of Artificial Intelligence in Enhancing English Language Teachers' Professional Competence. *Pubmedia Jurnal Pendidikan Bahasa Inggris* 3 (1), 1-6. <https://edu.pubmedia.id/index.php/jpbi>
- Budiyanto, Darmawan, et al. (2025). Artificial Intelligence in ELT: Advancing Adaptive and Personalized Language Learning. *JOLLT Journal of Languages and Language Teaching*, 13(4), 2151-2161. Doi: <https://doi.org/10.33394/jollt.v13i4.16713>
- Akbarani, Rizqi. (2023). The Use of Artificial Intelligence in English Language Teaching. *International Journal of English Learning and Applied Linguistics (IJELAL)*, 4(1), 14–23.
- Fitria, Tira Nur. (2023). The Use of Artificial Intelligence in Education (AIED): Can AI Replace the Teacher's Role? *Epigram*, 20(2), 165–187.
- Karaduman, Canan. (2025). Pre-Service EFL Teachers' Perceived AI Literacy and Competency: The Integration of ChatGPT Into English Language Teacher Education. *SAGE Open*, 15(3), 21582440251379712.
- Ogunleye, Bayode, et al. (2024). A Systematic Review of Generative AI for Teaching and Learning Practice. *Education Sciences*, 14, 636.
- Masruddin, et al. (2024). Transforming English Language Teaching Through AI: Evaluation of the Strategies and Potential of Artificial Intelligence Applications in EFL. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1).
- Wafa, Zaenul., & Sulistyaningsih, Eka Fanti. (2025). Exploring the Integration of Artificial Intelligence in English Language Teaching: Trends, Challenges, and Pedagogical Implications. *English Education and Literature Journal*, 5(1), 119–128.
- Srinawati, W. (2017). THE EFFECTS OF PERCEPTION USING AUTHENTIC MATERIAL AND LEARNING AUTONOMY TOWARDS STUDENTS' COLLOCATION AWARENESS. In *International Seminar. In Proceedings* (Vol. 1, No. 1).