

ABSTRACT

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Title : Integration of Artificial Intelligence (AI) in English Language Teaching and Learning (A Case Study at Universitas Komputer Indonesia in Bandung)

The integration of Artificial Intelligence (AI) in English Language Teaching (ELT) offers both opportunities and challenges in enhancing educational practices. This study is aimed to explore the integration of AI (Artificial Intelligence) in English Language Teaching (ELT) and learning at UNIKOM (Universitas Komputer Indonesia) in Bandung. This study is intended to achieve the objectives: 1) to identify the integration of Artificial Intelligence (AI) in English Language Teaching 2) to reveal the benefits of integrating AI in English language learning from the students' perspective 3) to find out the challenges of integrating AI in ELT from lecturers' perspectives. This study adopted a qualitative research design, particularly a case study approach. To obtain the data, the researcher conducted class observation, document analysis, questionnaire distribution to students and lecturer's interview. The results of this study revealed: 1) The integration of AI tools such as ChatGPT, Grammarly, Perplexity, and Tin Eye has become a key component of English language teaching at UNIKOM. These AI tools are primarily used to enhance students' language skills, particularly in providing real-time writing feedback, enhancing listening and speaking practice through interactive features, and aiding in research and comprehension tasks. 2) From the students' perspective, AI is regarded as an invaluable resource that offers personalized learning experiences. Students reported that AI tools enabled them to receive immediate feedback on their work, tailor their learning journey to individual needs, and engage in more efficient language practice. Many students also highlighted AI's role in improving their self-confidence and motivation in language learning. 3) Despite the positive impact, lecturers expressed concerns regarding the effective integration of AI into the curriculum. They emphasized the need for continuous professional development, suggesting that without adequate pedagogical training and institutional support, the full potential of AI tools cannot be realized in the classroom. Furthermore, they identified challenges such as maintaining student engagement with AI and addressing the ethical implications of using such technologies. This study concludes that while AI offers benefits for both students and lecturers in ELT, its effective integration requires ongoing pedagogical support, comprehensive training, and institutional commitment to overcoming existing challenges.

Keywords: *Artificial Intelligence, English Language Teaching, English language learning*