Beliefs in AI-Driven Language Learning Platforms Usage: Insights from Indonesian EFL Undergraduate Students

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Article Information	Abstract
	This study investigates the beliefs of UIN Madura students regarding the use of AI-driven language learning platforms. It focused on three aspects: general beliefs about AI in language learning (particularly in English learning), its role in understanding literature, and its potential use in education in the future. Using a survey-based design, data were collected from students through a questionnaire comprising demographic details and Likert-scale questions addressing the three focal areas. The questionnaire was administered through Google Form during the odd semester of 2025 academic year. About 83 students have participated in the study. The findings reveal that students generally perceive AI as a beneficial tool for enhancing language learning. In literature, students appreciate AI's ability to facilitate textual analysis but express reservations about its potential to inhibit critical thinking. Regarding future use, students are optimistic about AI's role in advancing educational practices. The study underscores the importance of tailoring AI-driven educational tools to align with students' beliefs and cultural contexts, promoting effective integration into language and literature learning. ***Keywords***: *Artificial Intellegence, AI in Language Learning, Digital Platforms.*

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INTRODUCTION

Artificial intelligence (AI) nowadays is considered as a new challenge in the rapid change of digital era, particularly in education aspect. However, it still becomes a popular technological domain in education (Arini et al., 2022). The rapid change of technology caused the relevancy of integrating AI in education in order to enhance learning experience (Lin et al., 2018). A number of AI based applications, such as chatbots, speech recognition technology and AI tools, reading and writing with AI-powered tools have been established (Alshumaimeri & Alshememry, 2024) and always available and potential to support flexibility, adaptive and personal learning experience (Kristiawan et al., 2024). In addition, the use of AI impact on

students' personality factors can improve intrinsic motivation and enhance self-efficacy (Moybeka et al., 2023). All sectors of education unable to neglect the presents and the benefits of AI, including in primary school levels to higher education (Yuliani, 2024). Nowadays, education inevitably embrace AI to personalize learning and improve learning outcomes. It also provide opportunity for people to self-directed learning (Arini et al., 2022). Students and teachers are familiar with the use of AI. It is inevitable that they may have perspective or belief on of how they use AI in their learning. Students' beliefs are important in determining the learning process (Hayati, 2020; Jee, 2017; Rahmawati, 2020).

In the EFL context, a number of researches presented the positive perception of AI utilization in language learning process (Alammar & Amin, 2023), especially in writing (Duong & Chen, 2025; Sumakul et al., 2022), speaking (Alsalem, 2024; Maysuroh et al., 2025), listening (Azzahra et al., 2024), and reading (Daweli & Mahyoub, 2024). Previous studies examined the viewpoints of using AI in education have been established. Many studies have been conducted in line with AI use in ELT than there were five to ten years ago which is in line with the increase of the numbers of available AI tools corresponding public interest of AI (Edmett et al., 2024). Firdaus and Nawaz (2024) put their attention on how teacher see the advantages and obstacles of having AI in English language teaching (ELT). Investigating the belief of both teachers and students about the integration of AI in teaching of English was also worthy to clarify. Wagen (2024) investigate the belief of students who are familiar with AI as well as explore teachers' belief about AI use in their teaching process. Regarding students' view point about AI, the research is still limited. Yuliani (2024) focused on primary school students' response about AI utilization. Other research that focused on students' view point about AI usage (Arini et al., 2022; Hading et al., 2024; Darvishi et al., 2024; Hamid et al., 2023). Additionally, Adams et al (2023) focus on secondary school students' response of the AI usage. Apart from that, the discussion of students' perspectives regarding language learning becomes critical consideration. The researcher has begun in looking into students' belief about the use of AI. However, students pose critical and crucial roles in their own learning. Understanding their belief and perception of using AI in their learning is favorable to determine their pattern of learning language in the future. Therefore, this research aimed at providing knowledge how the students belief about AI usage in their own learning.

According to context, gap analysis, and objectives, the current research is expected to contribute significantly to the views about language learning using AI. Understanding of the students' viewpoints can lead students to the appropriate strategies of learning by using AL nowadays.

METHOD

The current study employed a quantitative survey design to investigate students' beliefs about the use of AI and digital platforms in language learning. A survey study enables the researcher to collect data from a large number of participants (Lin et al., 2018). The participants of the present study enrolled in the English teaching and learning study program of UIN Madura. A total of 83 students participated as respondents in the survey, which were selected

using a convenience sampling method. They came from various backgrounds in terms of gender and academic performance level.

The primary data was collected through structured questionnaires modified from various studies. It consisted of 15 items of Likert scale under three (3) points to be examined: general belief about AI in language learning, belief about the role of AI in literature, and belief about the use of AI in future education. The questionnaires included Likert-scale items (strongly disagree, disagree, neutral, agree, and strongly agree) to record students' participation and perception. The data were gathered during the odd semester of 2024/2025 academic year. The respondents were invited to fill in questionnaires delivered through Google, which enabled them to participate in their convenience time and place. As the data was obtained, the researcher analyzed it using descriptive analysis; frequency and means. The study ensured participants' privacy and data security, using information only for research.

FINDINGS AND DISCUSSION

The questionnaires administered to the students cover three areas to be investigated, i.e the general belief or perception on AI use in language learning, belief about the significance of AI in comprehending literary works, and future belief of the use of AI in the upcoming years. As initial question, the respondents were requested to share what kind of AI and digital tools they know and use. Table 1 presents the percentage of respondents who are familiar with AI use.

According to table 1, Chat GPT is the most popular among other AI and digital platforms reaching 51 respondents know and 51 respondent uses this. The second place goes to Google translate and the third place is Grammarly. As a translation tool, Google translate is considered more popular than DeepL that reach only 15 respondents. Similarly, Cici AI and Perplexity are still strange for respondents and are not as popular as Chat GPT. While learning based AI like Elsa and Duolingo are also not so familiar. However, Duolingo reaches higher rating than Elsa.

Table 1. Familiarity of AI

AI and digital platform	Frequency of Students' Familiarity	
	Know	Use
Chat GPT	51	50
Grammarly	20	13
DeepL	15	10
Google Translate	43	43
Gamma	5	3
Elsa	1	0
Duolinggo	15	10
Other (Perplexity)	2	2
Other (Cici)	2	2

General beliefs on AI use in language learning

The respondents are provided with four items regarding their belief about the use of AI in language learning environment. Table 2 shows the viewpoints of students in terms of AI use in their learning.

Table 2. General beliefs on AI use in language learning

No	Beliefs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1.	AI and digital platforms can improve my language skills effectively	0	3	25	49	6	3,70
2.	AI and other digital platforms make language learning more accessible and efficient	0	8	16	47	12	3,76
3.	I believe AI platforms are reliable for learning language rules. i.e grammar and syntax	0	4	12	51	16	3,71
4.	AI cannot replace traditional methods of language teaching and learning	0	4	44	24	16	3,81

Of 55 students (66% of respondents) believe that AI and other digital platforms effectively enhance their skills. However, 30% of the respondents were neutral with this notion. When it comes to the notion about accessibility of language learning because of AI, 71% of respondents stated their agreement. Majority of students (about 81%) belief that AI can help them in learning grammar, syntax and other grammar rules. The last but not least, regarding to their perception on the role of AI in language learning, about fifty-fifty of the respondents did not state their agreement or disagreement (neutral) that the classical method of teaching and learning can be changed due to AI use. Regarding this, it refers to the apprehension about the role of teachers in education as AI expanded (Brynjolfsson & McAfee, 2014 in (Karimi & Khawaja, 2023). The findings quite relevant with study by Firdaus and Nawaz (2024) from teachers perspective. Accordingly, the respondents were aware of the potential benefit of AI use in the teaching and learning process as well as the pedagogical tools.

Beliefs on the use of AI in literary works comprehension

Considering the students' beliefs on AI use in literary works, the researcher proposed three items to examine students' attitudes towards the effectiveness of AI in understanding and interpreting as well as analysing literary works. Table 3 presents the results of beliefs regarding the use of AI in literature.

Table 3. Students' belief about the use of AI in literary works studies

No	Beliefs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1.	AI helps me to have a better understanding of literary texts	0	8	24	43	8	3,13
2.	Using AI for literary work analysis reduces the critical thinking	0	12	34	21	16	3,01
3.	Analyses by AI are as valid as those written by human	0	8	16	43	12	3,81

Based on the data presented in table 3, more than half of respondents stated that AI helps them comprehend the literary works they read. They also stated their agreements (66%) in the notion that AI analyses offer the same validity and reliability as those conducted by humans. However, about 44% of respondents believe that dependence on AI-generated analyses might hinder critical thinking. This finding is not much big concern if AL-powered brain- based learning applied which later enable to foster students' engagement, critical thinking skills, and retention (Seaba, 2023; Hading et al., 2024).

Beliefs on the use of AI in the future

The items presented in the questionnaires were questioned to examine forward-looking attitudes regarding the role of AI in learning. Table 4 shows the data gathered during survey.

Table 4. Beliefs about AI utilization in the future

No	Beliefs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1.	AI will become an essential part of language learning in the future	0	9	40	17	17	2,48
2.	Teacher can use AI as collaboration to enhance the quality of education	0	5	32	30	16	3,75
3.	The use of AI will bring significant change in language learning	0	5	33	30	15	3,72

As presented in table 4, 33 respondents believe that AI is poised to become indispensable tool in language learning and acquisition in the upcoming years. However, the rate is lower than respondents who stated neutral or undecided about the item which gain 48%. In line with the second item, the respondents hoped that the collaboration between AI and teacher should be considered in terms of enhancing the quality of teaching and learning process (59%) and

38% still undecided. It is quite relevant with other items concerning the role of AI and teacher in classroom. When it comes to notions about AI in the future, about 54% respondents believe that AI will always revolutionize and bring many impacts on language learning. A study by Neo (2022) recently has proved that the integration of AI chatbots in the students' learning experience has a significant improvement on the quality of learning. Kaur (2021) also suggested that the use of AI in education at the Peninsula College Central Malaysia has change the learners' interaction and experiences.

CONCLUSION

The findings of this study reveal insights into Madurese students' beliefs regarding AI-driven language learning platforms. First, students generally believe that AI can significantly enhance language learning by offering personalized, adaptive support and fostering engagement. This belief reflects their optimism about AI's potential to complement traditional learning methods. Second, in the context of understanding literature, students hold mixed views. While they recognize AI use can make their interpretation of text better, some remain cautious about the effect of AI use simultaneously decrease their critical thinking. Lastly, students express optimism about AI's role in the future of education, envisioning its increased integration and collaboration of teachers and IA into innovative learning environments. However, this forward-looking belief is concerned about technological dependency and ethical implications. Overall, this study underscores the importance of aligning AI-driven educational tools with students' beliefs, cultural contexts, and pedagogical goals to maximize their effectiveness in language learning and literature comprehension.

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