

**STUDENTS' PERCEPTIONS OF ARTIFICIAL INTELLIGENCE  
INTEGRATION OF ENGLISH LEARNING: A DEEP LEARNING  
PERSPECTIVE**

**THESIS**

Presented to partial fulfillment of the requirement

For the degree of Master of Education

In the Master of Pedagogy Study Program



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**MASTER OF PEDAGOGY  
POST GRADUATE PROGRAM  
MUHAMMADIYAH UNIVERSITY OF PONOROGO  
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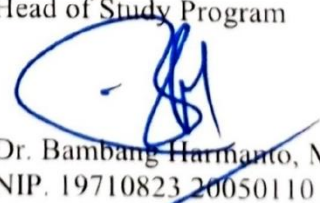
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Hereby declare that this Thesis is my own work and has never been submitted for a master's degree at any university. To my knowledge, this thesis contains no works or opinions written or published by others except those explicitly referenced in this manuscript and stated in the bibliography.

Ponorogo, 5 Januari 2026

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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“La yukallifullahu nafsan illa wus’aha”

Allah does not burden a person with something more than he can bear  
(Surah Al-Baqarah 2:286)



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All praise and gratitude are due to Allah SWT for His mercy, blessings, and abundant grace, as well as for the guidance and direction bestowed upon the author, which have enabled the completion of this thesis entitled “Students’ Perceptions of Artificial Intelligence Integration in English Learning: A Deep Learning Perspective.”

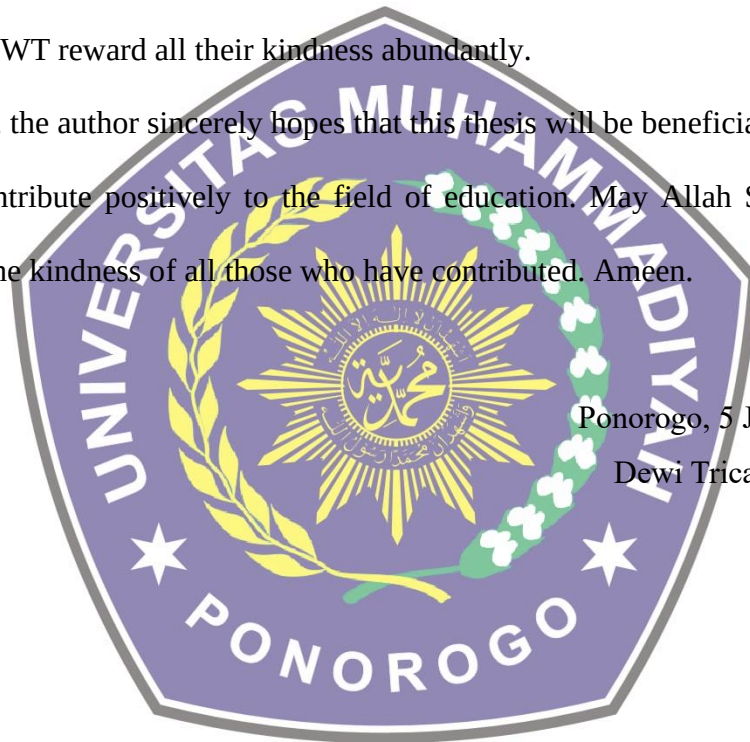
On this occasion, the author would like to express her deepest gratitude to all those who have provided assistance, motivation, and prayers throughout the process of writing this thesis. In particular, sincere appreciation is extended to Dr. Ana Maghfiroh, M.Pd.B.I. and Dr. Diyah Atiek Mustikawati, S.Pd., M.Hum., as the thesis supervisors, for their valuable guidance, constructive feedback, and continuous encouragement, which made the completion of this thesis possible. The author would also like to express her sincere appreciation to:

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Finally, the author sincerely hopes that this thesis will be beneficial for readers and contribute positively to the field of education. May Allah SWT always repay the kindness of all those who have contributed. Ameen.



Ponorogo, 5 January 2026  
Dewi Tricahyani

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## ABSTRACT

**Dewi Tricahyani.** Students' Perceptions of Artificial Intelligence Integration in English Learning: A Deep Learning Perspective. Thesis. Postgraduate Program, Department of Pedagogy, Muhammadiyah University of Ponorogo.

Advisor 1. Dr. Ana Maghfiroh, M.Pd.B.I. Advisor 2. Dr. Diah Atiek Mustikawati, M.Hum.

This research examines students' perceptions of the integration of Artificial Intelligence in English as a Foreign Language learning from a deep learning perspective in Indonesian higher education. The study is grounded in Experiential Learning Theory and Constructivist Learning Theory, which emphasize meaningful, joyful, and mindful learning. This research aims to: (1) identify the challenges of using AI in English learning from a deep learning perspective; (2) identify the advantages of using AI in English learning from a deep learning perspective; and (3) analyze students' perceptions of the use of AI in enhancing deep learning in the EFL context at Muhammadiyah University of Ponorogo.

This research employed a qualitative method with a phenomenological design and was supported by quantitative data obtained from questionnaires. The participants consisted of 45 students from the English Language Education Program who were purposively selected based on their familiarity with AI based applications such as ChatGPT, Grammarly, Gemini, and similar tools. Data were collected through semi-structured interviews and a Likert scale questionnaire. The questionnaire was used to support students' perceptions of meaningful, joyful, and mindful learning, while the interview data were analyzed using Miles, Huberman, and Saldana's interactive model. Data trustworthiness was ensured through triangulation, member checking, and careful interpretation.

The result show that students generally hold positive perceptions toward the use of AI in English language learning. AI is perceived as facilitating meaningful learning by supporting conceptual understanding, idea development, and language proficiency. It also promotes joyful learning by increasing motivation, reducing anxiety, and providing flexible learning opportunities. Furthermore, AI supports mindful learning by encouraging reflection and critical evaluation of AI generated outputs. However, several challenges were also identified, including concerns related to the accuracy of AI generated content and difficulties in constructing effective prompts. The study suggests that AI has significant potential to enhance deep learning in English learning when applied carefully, critically, and in conjunction with effective teaching strategies.

**Keywords:** Artificial Intelligence, English Language Learning, Deep Learning, Students' Perceptions.



## ABSTRAK

**Dewi Tricahyani.** Students' Perceptions of Artificial Intelligence Integration in English Learning: A Deep Learning Perspective. Tesis. Program Pascasarjana, Program Studi Pedagogi, Universitas Muhammadiyah Ponorogo.

Pembimbing I: Dr. Ana Maghfiroh, M.Pd.B.I. Pembimbing II: Dr. Diyah Atiek Mustikawati, M.Hum.

Penelitian ini mengkaji persepsi mahasiswa terhadap integrasi Artificial Intelligence (AI) dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing dari perspektif pembelajaran mendalam di perguruan tinggi Indonesia. Penelitian ini berlandaskan Experiential Learning Theory dan Constructivist Learning Theory. Penelitian ini bertujuan untuk: (1) mengidentifikasi tantangan penggunaan AI dalam pembelajaran Bahasa Inggris dari perspektif pembelajaran mendalam, (2) mengidentifikasi kelebihan penggunaan AI dalam pembelajaran Bahasa Inggris dari perspektif pembelajaran mendalam dan (3) menganalisis persepsi mahasiswa terhadap penggunaan AI dalam meningkatkan pembelajaran mendalam pada konteks pembelajaran Bahasa Inggris di Universitas Muhammadiyah Ponorogo.

Penelitian ini menggunakan metode kualitatif dengan desain fenomenologis dan didukung oleh data kuantitatif yang diperoleh dari kuesioner. Partisipan terdiri dari 45 mahasiswa dari Program Pendidikan Bahasa Inggris yang dipilih secara purposif berdasarkan keakraban mereka dengan aplikasi berbasis AI seperti ChatGPT, Grammarly, Gemini, dan alat serupa. Data dikumpulkan melalui wawancara semi-terstruktur dan kuesioner skala Likert. Kuesioner digunakan untuk mendukung persepsi siswa tentang pembelajaran yang bermakna, menyenangkan, dan penuh perhatian, sementara data wawancara dianalisis menggunakan model interaktif Miles, Huberman, dan Saldana. Kepercayaan data dipastikan melalui triangulasi, pengecekan anggota, dan interpretasi yang cermat.

Hasilnya menunjukkan bahwa siswa umumnya memiliki persepsi positif terhadap penggunaan AI dalam pembelajaran bahasa Inggris. AI dianggap memfasilitasi pembelajaran yang bermakna dengan mendukung pemahaman konseptual, pengembangan ide, dan kemahiran berbahasa. AI juga mendorong pembelajaran yang menyenangkan dengan meningkatkan motivasi, mengurangi kecemasan, dan menyediakan peluang belajar yang fleksibel. Namun, beberapa tantangan juga diidentifikasi, termasuk kekhawatiran terkait dengan keakuratan konten yang dihasilkan AI dan kesulitan dalam menyusun perintah yang efektif. Studi ini menunjukkan bahwa AI memiliki potensi signifikan untuk meningkatkan pembelajaran mendalam dalam pembelajaran bahasa Inggris bila diterapkan dengan hati-hati, kritis, dan bersamaan dengan strategi pengajaran yang efektif.

**Kata kunci:** Artificial Intelligence, Pembelajaran Bahasa Inggris, Pembelajaran Mendalam, Persepsi Mahasi