



INVESTIGATING AI TOOLS USAGE IN ENGLISH FOR PRESENTATION: A STUDY OF STUDENTS AT TWO PRIVATE HIGHER EDUCATIONAL INSTITUTIONS IN BANDUNG

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ABSTRACT

The increasing adoption of artificial intelligence (AI) in education is transforming the methods through which students engage with English learning. This study seeks to explore the potential of AI in supporting university students' English language Learning. By examining current AI usage, the research aims to assess students' familiarity with AI tools and the extent to which they integrate these tools into their English learning practices. Participants in the study are enrolled in the mandatory online English III course, "English for Presentation," at two private higher educational institutions in Bandung, Indonesia, reflecting a range of English proficiency levels among them. Data collection involved administering questionnaires to participants at the end of the odd term in the academic year 2023-2024. The findings indicate that a significant majority of participants are aware of AI tools, with Google Translate emerging as the most frequently used tool for language learning assistance. However, the potential of other AI tools to assist English language learning for presentations has not been fully explored. Respondents are now more aware of how to use AI tools effectively: using precise prompts, verifying AI results, not relying solely on AI, continuing manual research, and understanding that AI can help with ideas and presentations but requires verification, moderation and ethical use of AI are essential. Instructors are recommended to provide guidance and facilitate the exploration of AI tools to effectively integrate them into students' learning.

Keywords: *Artificial intelligence in education, English language learning, AI tools usage, Higher Educational Institutions.*

INTRODUCTION

The rapid advancement of technology in recent decades has brought about significant changes in various aspects of life, including the field of education. One of the technological innovations that holds great promise in supporting the learning process is Artificial Intelligence (AI). AI encompasses a variety of tools aimed at enhancing learning efficiency, offering personalized learning experiences, and aiding students in developing new skills. However, there remains a need to explore the extent to which university students are familiar with AI tools and their utilization, particularly in courses like English for Presentation.

AI tools such as *Duolingo*, *Grammarly*, and *Google Translate* are well-known among students and educators for their capabilities. For instance, *Duolingo* provides interactive and adaptive language exercises, *Grammarly* automatically corrects grammar and spelling errors to improve writing, and



Google Translate facilitates quick and accurate text translation. Despite their popularity, the effectiveness of these tools in structured academic contexts, particularly in helping students prepare and deliver presentations in English, requires further investigation.

This study aims to assess university students' familiarity with AI tools and their personal experience usage in learning English, especially in courses focused on presentation skills. The result from the present study can provide insights for teachers to take further steps for teachers to develop more effective teaching strategies. Furthermore, the findings will aid in designing training programs and resources to assist students in maximizing the benefits of AI technology, ultimately leading to improved students' academic performance.

LITERATURE REVIEW

Though a computer and a human mind cannot be identical in every way, artificial intelligence (AI) is conceptualized as computer systems that are comparable to the human mind in some ways (Wang, 2019). Artificial intelligence (AI) refers to a machine-driven method that utilizes algorithms to predict outcomes, make diagnoses, offer recommendations, and make decisions. It has gained significant importance within the educational community recently due to its potential to enhance learning in various contexts (Hwang et al., 2020a in Chen, et al., 2022). AI is a field that includes a broad set of approaches, to create machines with intelligence (Mitchell, 2019).

In the conventional one-to-many teaching models, factors such as the teaching process and limited human resources mean that instructors usually provide the same materials to all students and follow a uniform teaching method and rate of progress (Hwang, G. J., Sung, H. Y., Chang, S. C., & Huang, X. C., 2020b). In recent years, computing technologies have advanced greatly and their fast advancement has enabled the implementation of AIED (Artificial Intelligence in Education) applications. The use of AI technologies or application programs provides teaching, learning, or decision-making (Hwang, 2020a).

One of the essential objectives of AI in education is to offer individualized learning assistance or support to each student, tailored to their learning progress, preferences, or personal characters (Hwang, 2014 in Hwang, G. J., Xie, H., Wah, B. W., & Gašević, D., 2020a). Furthermore, AI can significantly improve education by making it accessible anytime and anywhere, such as through mobile learning or short learning sessions. It leverages data to enhance the learning experience by using idle moments, like commuting, to provide brief educational content (Hwang, 2014). AI also enables the development of personalized content that aligns with individual interests, weaknesses, knowledge levels, and specific needs, creating smart content. Additionally, AI supports mentoring by monitoring and tracking students' progress (Sousa, MJ., Dal Mas, F., Pesqueira, A., Lemos, C., Verde, JM., Cobianchi, L., 2021).



AI in Education represents a computer technology that facilitates personalized, adaptable, and insightful teaching (Krstić, L.,Aleksić , V., and Krstić , M., 2022). Furthermore, the role of AI in education is important in fostering personalized teaching and learning and by assisting AI there are changes in how teachers teach and students learn and learning programs becoming more advanced. Related to AI applications in education AIEd, there are essential points to be highlighted (1) there is transparency in learner data usage to realize personalized learning, (2) strengthen instructors' AI acceptance by involving them in system design and making them convinced that AI's effectiveness can be gained through robust experimental design, and (3) make a move towards Deep Learning in Education, (DLEd) for educational system design with higher generalizability (Chen, X., Zou, D., Xie, H., Cheng, G., & Liu, C., 2022).

STUDY DESCRIPTION

The participants in this study were 40 students taken from two classes at two private higher educational institutions in Bandung, who were enrolled in an English for Presentation class. As part of the study, students were asked to complete a set of questions regarding the use of AI during the class, at the end of the term in January 2024. The questions, written in Bahasa Indonesia, inquired about their familiarity with AI tools and their experiences using AI. This study employed a quantitative design, utilizing a questionnaire to measure students' experiences with AI in their English learning process.

RESULTS AND DISCUSSION

To find out the extent of AI usage in English language learning within the classes studied, the initial question asked whether the participants were familiar with AI.

Table.1

Do you know what AI (Artificial Intelligence) is?	Yes	N	No	N
	87,5%	35	12,5%	5

Table 1 indicates that a significant majority of the participants, 87.5%, are aware of what Artificial Intelligence (AI) is. This high percentage suggests that most individuals in the survey have some level of familiarity with AI. Conversely, a small minority of 12.5% of respondents indicated that they do not know what AI is. This might highlight a gap in knowledge or exposure to AI among this subset of participants.

Table.2

How often do you use AI to assist in drafting English presentations?	Every time	N	Often	N	Sometimes	N	Seldom	N	Only once	N
	8.6%	3	20%	7	48.6%	17	20%	7	2.9%	1



Table 2 shows varied frequencies of AI usage for drafting English presentations among the respondents. The largest group of respondents (17 respondents) uses AI occasionally. This might indicate that they turn to AI when they need additional support or find themselves in situations where AI can offer significant help. Then, respondents who often and seldom use AI share the same percentage whereas a small percentage (3 respondents) consistently rely on AI.

Table.3

What types of AI tools do you use to help with drafting English presentations? (Select all relevant)	Paraphrasing or rephrasing tool	N	Chat GPT	N	Translation tools (e.g. Google Translate)	N	Grammar and checking tools(e.g. Grammarly)	N	Other tools	N
	25.5%	9	57.1%	20	77.1%	27	28.6%	10	8.6%	3
Other tools	Co-pilot, Blackbox AI, Google assistant, Image generator.									

Table 3 illustrates the types of AI tools that respondents use to assist in drafting English presentations. Respondents were allowed to select all relevant tools, reflecting a diverse utilization of AI resources. The data suggests that a majority of participants integrate AI into their works, particularly favoring translation tools and Chat GPT. This trend points to a reliance on AI for both language translation and content generation. However, the varied use of tools also indicates that respondents are exploring different AI capabilities to meet specific needs, whether for paraphrasing, grammar checking, or other advanced features. Next, there is a small group consisting of three respondents, using other AI tools; Co-pilot, Blackbox AI, Google Assistant, and Image Generator.

Table. 4

How does AI help you in drafting English presentations? (Select all relevant)	Improve grammar and spelling	N	Develop ideas and content	N	Translate text from any language to English	N	Provide style suggestions writing	N	Reduce the time needed for preparing a presentation	N	Others	N
	60%	21	51.4%	18	68.6%	24	31.4%	11	40%	14	2.9%	1
Others	Translate Indonesian words into English											

Table 4 presents the various ways in which respondents find AI helpful in drafting English presentations. Respondents could select all applicable options, providing a comprehensive view of AI's benefits. The most commonly selected benefit is AI's translation capability, with 24 respondents using it to translate text into English. Next, another benefit of AI tools is that improve grammar and spelling taking second place in respondents' selection. This significant percentage highlights the importance of linguistic accuracy in presentations. The third selection of AI's tool



benefit is to develop ideas and content. This shows that over half of the participants rely on AI for creative and content-generating tasks. The fourth selection is to reduce the time needed for preparing presentations and the fifth is to provide style suggestions.

Table.5

How satisfied are you with the help provided by AI in drafting English presentations?	Very satisfied	N	satisfied	N	Quite satisfied	N	Not satisfied	N	Not very satisfied	N
	11.4%	4	42.9%	15	37.1%	13	8.6%	3	-	-

Table 5 details the levels of satisfaction among respondents regarding the assistance provided by AI in drafting English presentations. The data provides insight into how well AI tools meet user expectations and needs in this context. The largest group, consisting of 15 respondents, reported being satisfied with AI assistance. This suggests that nearly half of the participants find AI tools to be reliable and beneficial for their presentation needs. Satisfaction at this level indicates that AI tools generally meet the users' requirements, making the process of drafting presentations easier and more efficient. Next, thirteen respondents stated they are quite satisfied with the help provided by AI. This group represents users who find AI tools to be beneficial but may see room for improvement. No respondents selected this option, which implies that those who are not fully satisfied fall into the "Not satisfied" category rather than finding the tools to be minimally effective.

Table.6

Do you experience difficulties or challenges when using AI for drafting English presentations?	Yes	N	No	N
	31.4%	11	68.6%	24

Table 6 presents the respondents' experiences regarding difficulties or challenges when using AI for drafting English presentations. Eleven respondents reported experiencing difficulties or challenges when using AI for drafting English presentations. This indicates that nearly one-third of the participants encounter some issues while using AI tools. The majority, comprising 24 respondents, do not experience difficulties or challenges when using AI for drafting English presentations. This suggests that most users find AI tools to be user-friendly and effective in assisting them with their presentation tasks.

Table 7

Write if you have difficulties or challenges when using AI tools in drafting English Presentations
<ul style="list-style-type: none"> The prompting needs to be very detailed, requiring more interaction with the AI initially so that the AI can understand us.



- Since AI is just a machine, there are bound to be errors, or the results might not meet expectations, so they need to be reviewed.
- Questions need to be very specific.
- Verbs can be incorrectly translated.
- Google Translate is not always accurate, which can lead to misunderstandings.
- There is still some doubt about the validity of the AI.
- Difficulties with grammar occur because AI translations into English often result in incorrect grammar.
- A stable internet connection is necessary.
- There is always a challenge in crafting prompts for AI.
- The English generated is sometimes irrelevant, and the phrasing can be ineffective, so we must check the word choices for relevance and concept alignment.
- It is essential to craft prompts accurately to ensure that the answers produced match what we want; otherwise, they will not align with the prompts we wrote

The challenges outlined in Table 7 reveal that while AI tools offer substantial benefits, they also present significant obstacles that users must overcome. They need to be familiar with detailed prompting, constant review and validation, and a deep understanding of how to interact with AI. Issues with translation accuracy, grammar, and internet dependency further complicate the process.

Table 8

In your opinion, does the use of AI in drafting English presentations improve the quality of your presentations?	Very agree	N	Agree	N	Neutral	N	Disagree	N	Very disagree	N
		11.4%	4	62.9%	22	11.4%	9			

The data presented in Table 8 pertains to the opinions of respondents on whether the use of AI in drafting English presentations improves the quality of their presentations. The majority of respondents, comprising 74.3% (26 respondents), either "Very agree" or "Agree" that using AI in drafting English presentations enhances presentation quality. This suggests a strong tendency towards the belief that AI positively impacts the quality of their work. Meanwhile, a small group, 11.4% (4 respondents), are neutral on the matter. This indicates a lack of strong opinion or uncertainty about the effectiveness of AI in this context.

Table 9

Do you have any suggestions or comments regarding the use of AI in drafting presentations in English?
1. Use specific prompts so that the results can meet expectations because AI only understands words.
2. My suggestion is that students should not rely 100% on AI results; as students, we should be able to further develop the information.



3. AI is quite enough to help my presentations.
4. AI can assist with narration, but sometimes the grammar is imperfect.
5. It simplifies the process, but improvements are needed because the results are sometimes inaccurate.
6. In my opinion, using AI is fine as long as the presenter understands what they are presenting and adds their personal touch or improvisation. The mistake lies in giving a single prompt and inserting AI-generated content into the presentation without reviewing it.
7. In some situations, AI helps in drafting presentations, but we must be diligent as AI's output is not always 100% correct.
8. AI will help us achieve what we want if we provide clear instructions. Therefore, we must understand the content thoroughly, even in our native language, so that when we use AI as an aid, the results are more optimal.
9. My advice is not to become overly dependent on AI. We should adapt to technology but also be smart about leveraging AI's positives without misuse.
10. Use appropriate verbs.
11. AI usage is very beneficial for students because it provides ideas for presentations and helps develop them further.
12. Focus on pronunciation.
13. We also need to research and develop manually.
14. AI can help develop ideas or presentation materials.
15. I suggest having AI that includes a translation system and correct grammar.
16. AI greatly facilitates drafting presentations in English and other tasks. It would be helpful to have an AI that works without an internet connection. AI translation should be improved because the results are sometimes inaccurate.
17. I have no other comments because I don't fully understand how to utilize AI in English courses.
18. AI is very powerful and useful, but it requires moderation and guidelines to prevent misuse. Ultimately, it depends on the user's willingness to cross-check the information provided by AI.
19. As humans, we have the responsibility to prioritize the accuracy and integrity of information, especially in the digital age.
20. Without transparency and disclosure in AI usage for obtaining information, there could be a growing mistrust among people online. Essentially, using AI for drafting English is acceptable, but if we lack basic English skills, it is pointless.
21. A possible suggestion is "moderation"; using AI for information should be limited to developing language and speaking skills, not as a shortcut.
22. If you want to use AI for an overview, it is very helpful, but then some sentences should be adjusted with the help of translation tools and improved using grammar tools like Grammarly.

Based on the various suggestions and comments from Table 9 regarding the use of AI in drafting presentations in English, respondents are now more aware of how to use AI tools effectively: using precise prompts, verifying AI results, not relying solely on AI, continuing manual research, and understanding that AI can help with ideas and presentations but these require verification, moderation and ethical use of AI.



CONCLUSION

Most of the students enrolled in the mandatory online English III course, English for Presentation are aware of AI tools. They occasionally use these tools to assist in their drafting of presentations. The AI tools they particularly use are first, Translation tools (e.g. Google Translate), second Chat GPT, Grammar, third Checking tools (e.g. Grammarly), and fourth Paraphrasing or rephrasing tools. The benefits of the usage of AI integration in presentation drafting are to translate text from any language to English, improve grammar and spelling, develop ideas, and reduce the time needed for preparing. Most of them are satisfied with these benefits and do not encounter difficulties or challenges while using AI tools. This suggests that most of them find AI tools to be user-friendly and effective in assisting them with their presentation task. However, some students still face difficulties or challenges while using AI tools. Detailed prompting, constant review and validation, and a deep understanding of how to interact with AI should be considered and issues with translation accuracy, grammar, and internet dependency further complicate the process.

There is a strong tendency towards the belief that AI positively impacts the quality of their work. Regarding the use of AI in drafting presentations in English, most of them are now more aware of how to use AI tools effectively: using precise prompts, verifying AI results, not relying solely on AI, continuing manual research, and understanding that AI can help with ideas and presentations but these require verification, moderation and ethical use of AI.

From the discussion, it reveals that most of the students have integrated AI tools in preparing presentation drafting mostly Google Translate, Chat GPT, Grammarly, and Paraphrasing Tools. However, other AI tools have not been explored yet. Furthermore, assistance from instructors is needed to guide students on how AI tools integrate effectively into their learning. For further studies, the perception of educators or instructors in integrating AI tools into their students' learning needs to be investigated, and AI tools that can enhance students' speaking skills in English for presentation should be explored.

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