



## **Training of Artificial Intelligence Applications for English Students**

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### **ABSTRACT**

This community service is motivated by students in Bengkulu who are considered by many to be untouched by the updated technology used in teaching English. Therefore, it is necessary to provide knowledge about learning technology through training. The purpose of this service activity is to train and realize habituation of English students at Fatmawati Sukarno State Islamic University (UIN FAS) Bengkulu so they are able to apply Artificial Intelligence applications in learning English. In carrying out this activity, the service method is carried out in the form of socialization and training and evaluation. This trial activity is related to UIN FAS. UIN FAS is an institution that has the same vision as the team implementing this community service activity, namely to educate the life of the Indonesian nation. Evaluation activities in community service are related to all things that occur in the process of implementing activities. This starts from the initial stage of preparation which includes field observations to training evaluation. The result of this dedication is that AI applications can be used by TBI UIN FAS students. They were very enthusiastic to take part in the training. In addition, they provide a good perception of the implementation of this AI training to support the English learning process.

Keywords: Training, Artificial Intelligence Application, English

### **INTRODUCTION**

Learning technology is something that must be known by educators and students, including English teachers, students or students. There are many learning media that can be used in the process of learning English for all levels of education. This media can be in the form of offline or online media, such as Google Classroom, Zoom, Blog, Google Meet, WhatsApp, Agora Video Call, Grammarly and so on. This application has good benefits for improving the ability of students or students in learning English. In addition, students are also assisted in the learning process



(Azwandi, Syafryadin, & Alamsyah, 2019). Even though, in 2023, the pandemic has ended, the use of English learning applications can still be used by students.

UIN FAS Bengkulu is one of the campuses in Bengkulu Province where there are many students who have not mastered technology-based learning. This is because there are English students who lack knowledge about the latest learning media. Based on interviews conducted by several English students in January and February 2023, they still really need technology-based learning media even though the pandemic has ended. This is because, even though Bengkulu is the capital city of Bengkulu Province, there are obstacles in the use of technology-based learning media other than PPT. Apart from that, learning environment factors and English lecturers are also a challenge. In this case, students rarely receive training on the use of ICT in learning English.

Thus, learning technology is very crucial for English students and students in the learning and teaching process both in remote areas and in urban areas. Several previous studies have stated that ICT-based learning media has a good impact on improving student skills in obtaining good learning outcomes (Ann. 2010; Azwandi, Syafryadin, & Alamsyah, 2019; Anggitasari, et al. 2020; Syafryadin, Sujarwati, Sofyan, 2022). Moreover, now students should be able to make good use of learning media so that they can become creative and innovative teaching candidates who are able to stimulate their students to think critically (Syahrial & Syafryadin, 2020).

Based on this background and problem, one alternative that can be done is to conduct training on using technology applications in learning, namely the use of Artificial Intelligence applications as learning media for English students. This application is the latest application because it is able to facilitate teachers and students in learning English. This application can be used by teachers and students, both inside and outside the classroom. This application is also very easy to use both by using a mobile phone or computer.

## **LITERATURE REVIEW**



Training is an activity that is able to improve or develop a skill and knowledge that exists in humans, in the context of this service is an English teacher (Boadu et al, 2014). In addition, training activities are able to develop the skills of teachers in teaching so that teachers are constantly updated on developments in science and technology that can be applied in education (Kamil, 2003). In line with this understanding, Jehanzeb & Ahmed (2013) define training as a form of activity that is able to build creativity, skill, and broaden the knowledge of teachers. Certainly, training will run smoothly if there is good interaction between the trainer and the trainees (Sudjana, 1993). In connection with training, the community service activities that will be carried out aim to improve the skills and creativity of teachers in using technology-based learning applications, namely artificial intelligence (AI) applications. This is will help English teachers in Central Bengkulu Regency, Bengkulu Province.

Artificial Intelligence (AI) is an application that can be downloaded on a cellphone or on a computer. This application is very easy to apply by students and teachers or lecturers in carrying out the learning process, especially learning English. According to Russell & Norvig (2010). The term AI was first coined by John McCarthy at the very famous Darmouth College Workshop held in the summer of 1956 (Benko & Sik Lányi, 2011). AI is an application that is able to think and act like a human. AI is able to meet student or student expectations because it gives more attention to large classes and students or students are able to enjoy talking to robots and feel happy to use English with machines that are able to interact with humans (Han, 2012). In addition, AI is also able to motivate and provide opportunities for students or students or teachers to improve speaking skills or other skills because AI is equipped with voice features, detecting wrong words for voice recognition systems (Nordum, 2017). Several AI programs that can be used in learning English, such as Replica, Pandora, Amazon Alexa, grammarly, and so on (<https://www.ello.com/> , <https://www.pandorabots.com/mitsuku/>, <https://www.eviebot.com/en> , <https://replica.ai/> )

## **METHOD OF IMPLEMENTATION OF SERVICE**



The target audience for this community service activity are English Tadris students at UIN FAS Bengkulu, totaling approximately 30 students. These English students still lack an introduction to technology-based learning applications, namely Artificial intelligence (AI) because they mostly use WhatsApp, zoom, and give assignments offline. Therefore, the service implementation team consisting of two English Language Education Master lecturers will conduct the training.

In carrying out this activity, the service method is carried out in the form of socialization and training and evaluation. The description of the activities that will be implemented in this service is as follows.

1. Socialization and Training

This socialization and training includes an introduction to Artificial intelligence in learning that millennial English students can use. The use of this media can easily be accessed by millennial teachers and students through the Play Store application found on their Android telephone or can be downloaded via Google if using a computer. After the students were successfully introduced to the application starting from the existing features, the advantages and disadvantages of the application. So then training was held on using the application, where students had to prepare material in power point form. After the students tried to use the application personally in learning English.

2. Evaluation.

Evaluation in this service activity is in the form of the practice of using AI applications by English students at UIN FAS Bengkulu. From the results of this practice, it will be studied to what extent its impact and influence on the realization of technology-literate English teachers. Evaluation of this service activity will also be accompanied by interviews or interviews with the training participants to obtain more accurate information regarding the benefits and impacts of training activities for these creative and millennial English students. Furthermore, if possible, service executors also distribute online questionnaires to service participants.

## **Result and Discussion**

### **1. Result**

#### **1. Presentation of material on training on the use of Artificial Intelligence applications**

The following are the results of the implementation of training on the use of Artificial Intelligence applications for English Tadrīs students at UIN FAS Bengkulu.

#### **Figure 1**

#### ***Material Exposure***



On March 22, 2023, which took place in one of the halls of the Tarbyah and Tadrīs Faculties of UIN FAS, community service implementers from the English Postgraduate Language Education Study Program carried out initial activities for community service by delivering training materials on the use of artificial intelligence (AI) for English learning for TBI students at UIN FAS. In this case, the speaker only gave an introduction to several AI applications that can be used to support students in learning English, both listening, speaking, reading and writing.

At this stage, the presenters socialized AI applications that students could use in learning English. These applications can be grammarly, cake, mandeley, elsa, talk, pandora, replica, evibot, falou and other applications that have a very positive impact on learning English. The participants were very enthusiastic and easy to understand the

material presented and the presenters also interacted with students, namely providing opportunities for students if they had questions about AI.

**Figure 2.**

*Artificial Intelligence Applications*



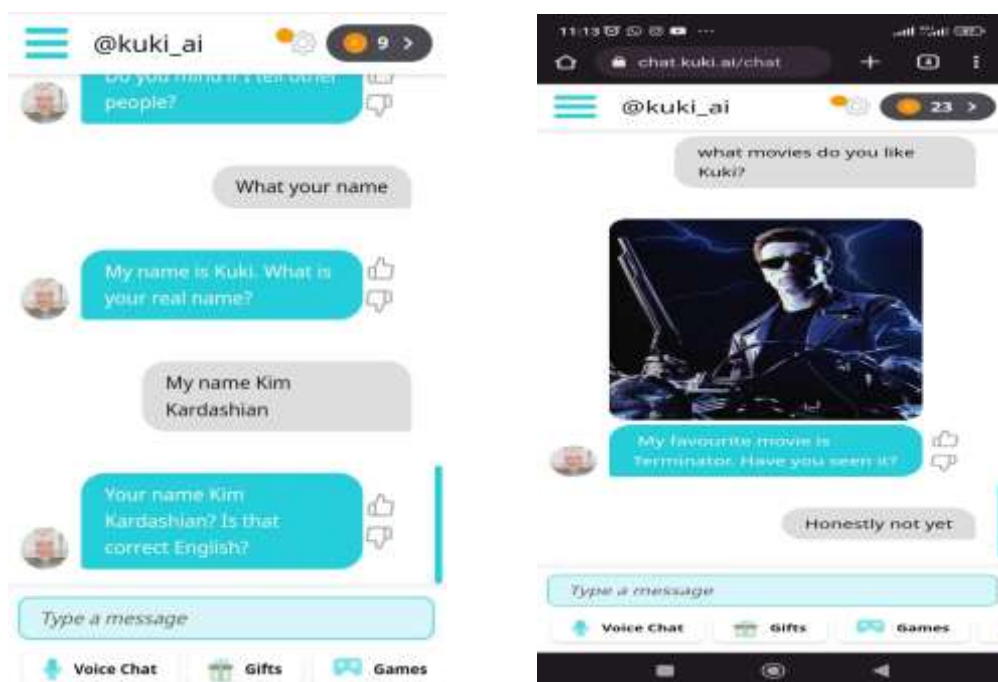
## 1.2 Practice Using Artificial Intelligence Applications for Learning English

The practice of using AI applications for students begins with informing them how to use the application. Then, a simulation of the use of AI applications is carried out. The students were very enthusiastic in participating in the simulation that was carried out. This practice was held on March 22, 2023. Students were instructed to install the AI application on the playstore or click on the link provided, namely <https://www.pandorabots.com/mitsuku/>, <https://www.eviebot.com/en>, <https://replica.ai/>. After installing the application or opening it on Google Chrome or other browser. The participants were instructed to speak with AI according to the topic given by the speaker. This practice is carried out jointly guided by the speaker.

In addition, the presenters saw and monitored the conversations of students with AI by coming directly to these students. The participants also did not hesitate to ask questions if there were things they felt needed to be asked. Students can use AI properly and sustainably.

**Figure 3**

*Example of the result of Implementing Pandora Apps or AI Cookies*







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Figure 4

*The practice of using the Replication application*

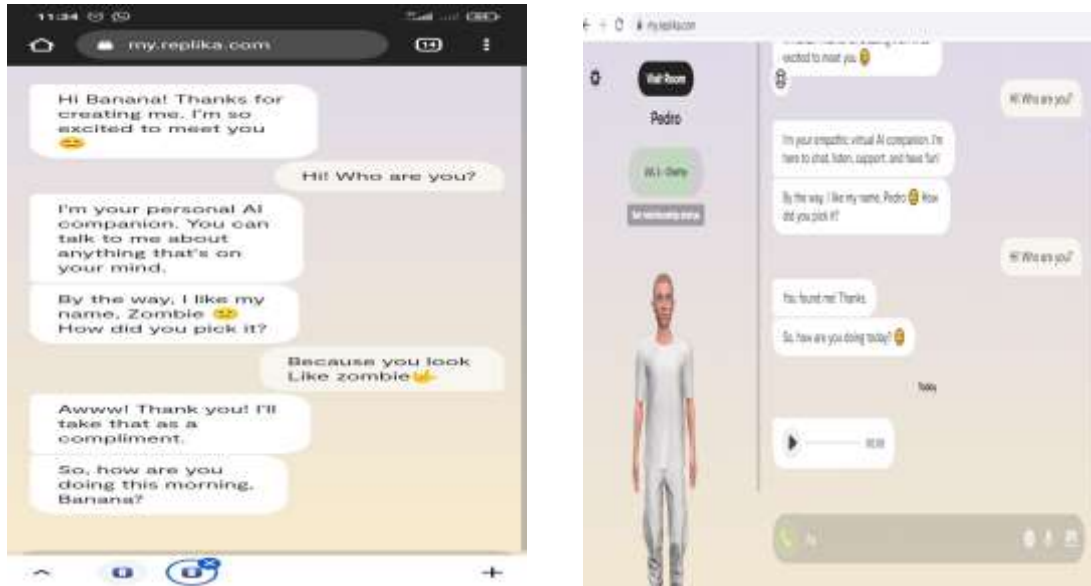
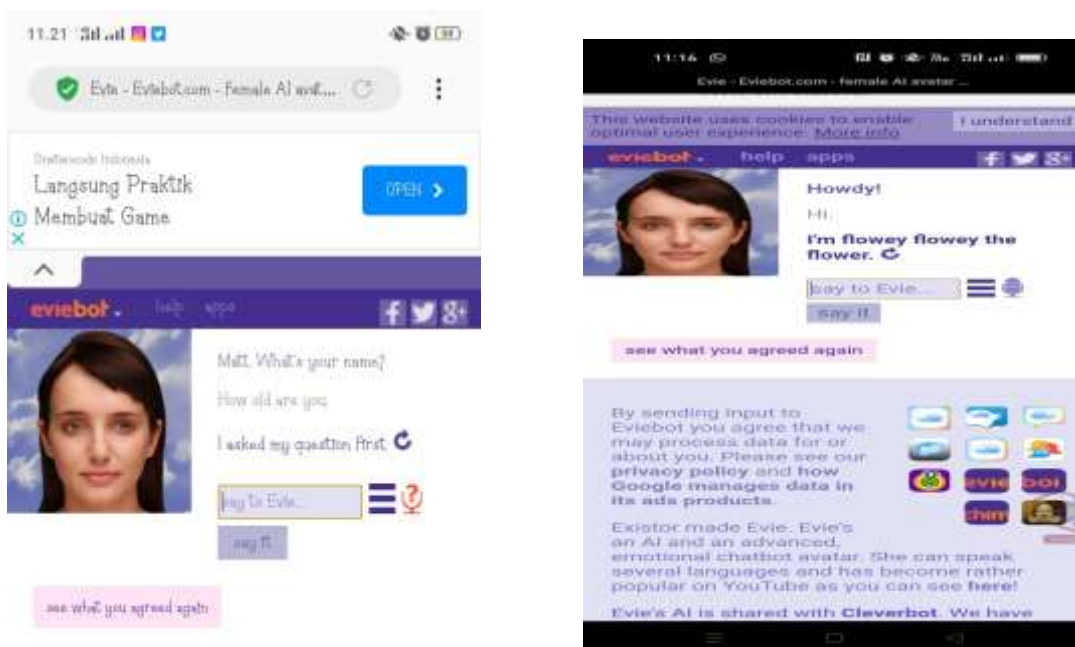


Figure 5

*Practice the results of using the Eviebot AI application*



Furthermore, in the practice of using AI applications, participants enjoy working independently or in groups because they can interact with friends if there are difficulties

in using the application. Service executors monitor from the front and occasionally look directly at the participants. The participants were given time to chat with their respective AIs. Furthermore, participants are also allowed to continue at home for further interaction.

**Figure 6.**  
**Participants use AI applications**



### 1.3 Teacher Perceptions of Artificial Intelligence Application Training

After carrying out the service regarding the training, the service implementers gave a questionnaire to students to assess their perceptions of the training. The results of the questionnaire can be seen in table 1.

**Table 1**  
**Training Questionnaire**

No	Item	Strongly agree	Agree	Don't agree	Strongly disagree
1	The training materials that I followed suit the needs of learning English	83.3%	16.7%	0%	0%
2	The training materials that I follow are in accordance with the	80%	20%	0%	0%

	training objectives				
3	The training material that I participated in was delivered in an interesting way	60%	40%	0%	0%
4	The training materials that I take part in can provide benefits in terms of knowledge and skills in helping to teach English	76.7%	23.3%	0%	0%
5	The training that I attended used training methods appropriate to the topics discussed	76.7%	23.3%	0%	0%
6	The implementation of the training that I attended was in accordance with a predetermined schedule and on time	100%	0%	0%	0%
7	The implementation of the training that I attended was in accordance with a predetermined schedule and on time	73.3%	26.7%	0%	0%
8	The training instructor I attended gave me and other participants the opportunity to ask questions	80%	20%	0%	0%
9	The training instructors I participated in delivered the training material clearly and easily understood	70%	30%	0%	0%
10	The training instructors I attended were able to master the material being taught	70%	30%	0%	0%
11	The training instructors I participated in encouraged me and other participants to be active in training activities	80%	20%	0%	0%
12	The language used during the delivery of training materials uses language that is easy to understand	90%	10%	0%	0%
Average		72.5%	27.5%	0%	0%

Table 1 shows that most of the participants responded strongly agree and agree with the training carried out by the service implementers. Based on the average percentage value in table 1, 72.5% of respondents chose to strongly agree and 27.5% chose to agree, while the remaining 0% disagreed and strongly disagreed. This means that English students give a positive perception of the implementation of training on the use of AI applications for learning English. In other words, the training is very beneficial for



them, in which this training is one of the things that can help the process of learning and teaching English at UIN FAS and other places.

## **2. Discussion**

This section of the discussion includes training on the use of AI applications for English language learning for UIN FAS students, but this can also be useful for lecturers, English teachers and other educators. This training provides great benefits to students because they will be trained to use AI applications for good English learning and this will have an impact on improving their English skills, both speaking, listening, writing and reading. Various types of applications that can be used by students. The application is an updated application that is able to motivate students in learning English. Students need to get a lot of knowledge about technological developments in learning to support them in learning English. This is in accordance with Purbo's statement (2018) which says that teachers and students must be able to follow technological developments in learning as a form of them not being considered stuttering about learning technology. Syafryadin, Pratiwi, & Wardhana (2021) also revealed that the use of the CALL application is able to help teachers and students develop their performance.

Furthermore, TBI UIN FAS students have participated well in training activities ranging from socialization to evaluation of the training. The students were very happy and lucky because it was the first time they learned about artificial intelligence. This is very beneficial for them. This application is very useful both used in learning in the classroom and outside the classroom. In addition, AI applications can be combined for offline and online learning. It is very easy for students to use this application, especially when the speaker conveys the material in a very interesting way, thus increasing the enthusiasm of the students to learn about it. Students only need to open the link that has been provided without the need to download the AI application. The students only



register by entering the desired email and password without having to confirm the email. After that, the application can be used immediately.

Certainly, this training stimulates students to learn English. There is one obstacle faced by students where the cellphone used has a little problem in terms of the microphone or speaker of the cellphone, so when using one of these applications it doesn't make a sound. However, this can be anticipated by using the application in groups. The students can maximally use the application and the presenters also lend mobile phones to these students. Riza (2020) revealed that the applications used in the learning process are alternative media. This application will work properly if it is also supported by a good internet connection. During the training, the internet connection in the training building was very good so this was not a problem for the participants. With students having applied several AI applications in learning English, indirectly they have become part of students who follow technological developments in learning English. This supports them in becoming millennial and creative students in learning, especially English. This finding is in line with Syahrial & Syafryadin (2020) who say that teachers and students must be able to adapt to technological developments in order to become creative and millennial individuals.

After finishing the training, the service executors provide an evaluation by distributing online questionnaires via the Google form to all service participants. This is done to find out the strengths and weaknesses of this training. The results showed that TBI UIN FAS students gave good responses to the implementation of this training. In other words, students give a positive perception of the activity. This is evidenced by the participants selecting the strongly agree and agree sections of the questionnaire statement. There were no students who chose to disagree and strongly disagree. The positive perception that was obtained from the students was because this activity provided great benefits for them. In addition, the use of AI applications is very relevant to their needs in learning English on campus. Certainly, this training activity is able to stimulate and motivate students to develop their English skills. This statement is in accordance with the definition of training expressed by Boadu (2014) which says that training is an activity that is able to develop participants' abilities in learning. Then, Septianawati, et al. (2020) also found that teachers gave a positive perception of one of



the activities using ICT-based learning applications and was beneficial for those who used them in learning English.

## CONCLUSION

In conclusion, this service has been carried out well from socialization to evaluation of training. All participants were enthusiastic about training on the use of AI applications in learning English. This is because this AI application is very useful for developing participants' abilities in English. Therefore, based on the questionnaire given, the students gave a positive perception of the implementation of AI training for English learning.

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