



STUDENTS' PERCEPTIONS OF THE USE OF ARTIFICIAL INTELLIGENCE (AI) IN UNDERSTANDING ENGLISH LEARNING MATERIALS WITHIN TOURISM INDUSTRY CONTEXTS

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ABSTRACT

This study aims to examine students' perspectives on the application of Artificial Intelligence (AI) in enhancing their comprehension of English learning materials within the context of the tourism industry. A qualitative descriptive research methodology was employed, with data collected through questionnaires and semi-structured interviews. The sample consisted of 42 students enrolled in the English for the Tourism Industry program. The findings reveal that the majority of students held favorable views regarding the integration of AI in understanding English learning content within tourism industry settings. They expressed the belief that, when used appropriately, AI could significantly facilitate their grasp of the material. Moreover, the AI tools most frequently utilized by students included translation applications, grammar correction tools, and AI-based chat services. This research provides valuable insights for English language teaching within tourism, highlighting the potential of tools like ChatGPT, QuillBot, Claude, and Notebook.im to support language proficiency. However, it also underscores the need for ongoing guidance from instructors to maximize the effectiveness of these technologies.

Keywords: *Artificial Intelligence, educational technology, English language learning, tourism industry, student perceptions*

1. INTRODUCTION

The integration of Artificial Intelligence (AI) in learning English, as a global language, offers the opportunity to explore relevant educational resources that align with the evolving demands of various industries. Given the rapid expansion of global communication, which now transcends local boundaries and extends worldwide, incorporating AI into English language learning serves as a vital tool for navigating this increasingly interconnected world.

The tourism industry is one of the sectors that contributes significantly to driving the country's economy. English language skills are essential in the tourism industry (Suharto et al., 2023; Zubaidi et al., 2023). This is because the tourism industry is closely related to foreign and international tourists, so when

communicating with them, we use English, also known as lingua franca (El-Garawany, 2021; Hyland, 2022). Students in the English for Tourism Industry program must master English skills, both written and spoken (Argyroulis, 2022; Tymbay, 2022). English is essential when serving guests at hotels, explaining tour packages to tourists, promoting tourism, resolving visitor issues, and so on (Malelak et al., 2024). Therefore, learning English for Specific Purposes greatly supports students in preparing for work in the tourism industry.

There are several AI technologies that can be used to learn English, such as virtual learning platforms, chat-based assistants, and machine learning-powered feedback tools (Wang, 2025). There are several Artificial Intelligence-based

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applications that can provide feedback or corrections when learning English. This can be used for feedback in the form of grammar corrections, sentence structure, pronunciation, and vocabulary (Er et al., 2021; Tsan et al., 2023). Some Artificial Intelligence also helps students learn English conversation simulations, real-world content simulations, and so on (Sharma et al., 2019).

English language learning that integrates AI offers the ability to analyze weaknesses in language use and provide recommendations for improving English (Madhavi et al., 2023; Sihite et al., 2024; Jaya et al., 2025). The use of AI is also believed to be able to generate enthusiasm and motivation among students in overcoming problems in learning English (Pukiene et al., 2024). Students can learn English easily and quickly.

With the advancement of time and technology, there is certainly a sense of concern among educators regarding the use of Artificial Intelligence (Chen et al., 2022; JEAN, 2024). One concern is the dependence of students on AI to understand English language topics for the tourism industry. This makes it difficult for educators to assess and measure student abilities. Additionally, information related to English learning materials for the tourism industry is not always accurate (Nadiyah et al., 2023; Medical Tourism Association, 2018; Crompton et al., 2024). This is a concern because if students rely too much on AI, it may lead to a misunderstanding of the material.

Students' perceptions of Artificial Intelligence (AI) play a crucial role in assessing its effectiveness, particularly in the context of learning English for the tourism industry. Understanding how students view the use of AI is essential for educators, as it allows them to identify both the positive and negative impacts of AI integration. While students may exhibit a strong interest in AI

through entertainment or social media applications, they often lack awareness of its potential for academic purposes. Therefore, this research is significant in addressing the purpose of AI utilization in education, guided by the following research questions:

1. How do students perceive the use of AI in English language learning for the tourism industry?
2. What AI features are considered most helpful in improving students' English language skills?

2. LITERATURE REVIEW

The development of digital technology has brought about major changes in the transformation of human life. This is also evident in the development of learning technology in the field of education. Artificial Intelligence is one example of how rapidly learning technology is developing (Suharto, Putri, et al., 2025). It influences the way humans interact, the way humans learn new things, and even the way humans work. The wise use of Artificial Intelligence can help educators improve the effectiveness of teaching (Yang et al., 2024; Akbarani, 2024; Yang & Kyun, 2022). It also helps to develop teaching ideas and topics, as well as enrich teaching creativity when used wisely.

English is an important skill for students studying the tourism industry (Suharto, Zubaidi, et al., 2025). This is due to the international nature of the tourism industry and the need for cross-language communication skills. Good English skills enable students to understand academic material, interact with tourists, compile reports, and deal with various professional situations in the world of tourism (Zubaidi et al., 2024). On the other hand, learning English in the context of the tourism industry has its own challenges, as students need to master specific vocabulary, technical terms, and professional communication skills relevant to the field (Prasetyo et al., 2024).

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In this context, AI can be an effective learning medium. AI provides various features that help students understand English material more easily, efficiently, and interactively (Zou et al., 2023; Lesia Viktorivna et al., 2022). This study focuses on three AI features that are considered most relevant in English language learning for tourism, namely translation tools, grammar checks, and chat-based AI (López Naranjo et al., 2025). Translation tools help students understand texts and expand their vocabulary, grammar checks help correct writing and improve writing quality, while chat-based AI helps develop ideas and strengthen communication skills (Ngoc et al., 2025; Abdelhalim et al., 2025).

Positive perceptions of these features indicate that students consider AI to be a relevant, practical tool that supports language learning as a whole (Ming et al., 2024). Conversely, negative perceptions are generally related to concerns about the accuracy of information, potential dependence on technology, or the limitations of AI in understanding certain contexts (Laba et al., 2025). Therefore, student perceptions are an important indicator in evaluating the effectiveness of using AI as a learning medium.

3. METHODS

This research employs a qualitative descriptive approach, aiming to provide a detailed exploration of students' perceptions regarding the use of Artificial Intelligence (AI) in English language learning within the tourism industry (Patton, 2020; Tisdell et al., 2025). This approach places a strong emphasis on the students' personal experiences with AI.

The research involved 42 students from the English for the Tourism Industry program. Data was gathered through two primary sources: questionnaires and semi-structured interviews. The questionnaire data was utilized to assess students' general views

on the use of AI, while the interviews were conducted to delve deeper into the insights obtained from the questionnaires, specifically focusing on how students apply AI in their learning process.

4. RESULTS AND DISCUSSION

This sub-chapter presents the research findings on students' perceptions of the use of Artificial Intelligence (AI) in learning English within the Tourism Industry contexts. The data were analyzed based on the results of a Likert scale questionnaire from 42 respondents and semi-structured interviews.

4.1 Students' General Perceptions of AI Use**Table 1. Result of Students' Questionnaire**

| No | Statement | Scores | | | | |
|----|--|--------|---|---|----|----|
| | | SD | D | N | A | SA |
| 1 | The use of Artificial Intelligence (AI) helps me understand English texts for the tourism industry more quickly. | 0 | 0 | 0 | 11 | 31 |
| 2 | The use of Artificial Intelligence (AI) makes it easier for me to practice my English speaking' skills for the tourism industry. | 0 | 0 | 0 | 18 | 24 |
| 3 | The use of Artificial Intelligence (AI) helps me get feedback on my English writing mistakes. | 0 | 0 | 0 | 24 | 18 |
| 4 | The use of Artificial Intelligence (AI) makes it easier for | 0 | 0 | 0 | 19 | 23 |

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| No | Statement | Scores | | | | |
|----|---|--------|----|----|----|----|
| | | SD | D | N | A | SA |
| | students to develop ideas in writing English on the topic of the tourism industry. | | | | | |
| 5 | I am having difficulty using Artificial Intelligence (AI). | 32 | 10 | 0 | 0 | 0 |
| 6 | I feel that I rely too much on Artificial Intelligence (AI) when I encounter learning difficulties. | 25 | 8 | 0 | 5 | 4 |
| 7 | I feel that the information related to English for the tourism industry displayed by Artificial Intelligence (AI) is always accurate. | 0 | 16 | 15 | 11 | 0 |
| 8 | I feel comfortable learning to use Artificial Intelligence (AI) when I encounter difficulties. | 0 | 0 | 5 | 32 | 5 |

Note:

SD: Strongly agree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

The table reveals that Artificial Intelligence (AI) significantly enhanced students' ability to comprehend English texts in the context of the tourism industry. Forty-two students responded positively, with 11 expressing agreement and 31 strongly agreeing that AI helped them better

understand such texts. This reflects the effectiveness of AI in facilitating reading comprehension activities within the tourism industry.

Further analysis shows that students also viewed AI as a valuable tool for improving their English-speaking skills in tourism contexts. Eighteen students agreed, and 24 strongly agreed, that AI made it easier for them to practice spoken English. These responses highlight AI's substantial role in enhancing pronunciation, fluency, and overall communicative competence.

When examining AI's impact on writing proficiency, the data revealed that students found AI-generated feedback on their writing errors highly beneficial. Twenty-four students agreed, and 18 strongly agreed that AI helped them identify and correct mistakes, indicating its crucial role in supporting written communication accuracy.

Additionally, students reported that AI aided in idea generation for writing tasks related to the tourism industry. Nineteen students agreed, and 23 strongly agreed that AI facilitated idea development. This suggests that AI not only supported linguistic accuracy but also enhanced students' ability to conceptualize and organize their written work.

The data also highlighted the ease of using AI. The majority of students faced few challenges, with 32 strongly disagreeing and 10 disagreeing with the statement that they encountered difficulties while using AI. This suggests that most students found AI tools to be accessible, intuitive, and manageable within their learning environments.

Regarding students' perceived reliance on AI when facing learning difficulties, responses were more varied. While 25 students strongly disagreed and 8 disagreed that they depended too much on AI, 5 agreed and 4 strongly agreed. The dominant disagreement indicates that most

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students did not consider themselves overly reliant on AI, though a minority acknowledged some level of dependence.

Perceptions of AI's accuracy in providing information related to English for the tourism industry were mixed. Sixteen students disagreed, 15 were neutral, and 11 agreed that AI consistently offered accurate information. This uncertainty reflects a degree of caution, with some students trusting AI's reliability, while others remained more skeptical of AI-generated content.

Finally, students generally felt confident using AI when they encountered learning challenges. While 5 students chose a neutral response, 32 agreed, and 5 strongly agreed that they felt comfortable engaging with AI tools. These results demonstrate a high level of confidence in AI as a supportive learning resource, suggesting its growing acceptance within educational settings.

4.2 Interview Results about The Use of Artificial Intelligence

There were several students answer about the use of Artificial Intelligence (AI) as media for learning:

Student 1: *"AI helps me find answers to almost anything. It also helps me understand modules or journals from my lecturer, and sometimes I even ask it for suggestions for my assignments."*

Student 2: *"AI makes it easier for me to find study materials, and if I still don't understand something, I can ask AI to explain it in a simpler way."*

Student 3: *"It helps me break down the main points of long texts or PDFs."*

Student 4: *"It helps me find many sources to read."*

Student 5: *"I usually use AI to search for information quickly. It helps me find journal articles and other materials. When I need to*

study in a short time, I also use AI to summarize the material so I can understand it better."

Student 6: *"AI gives me information about things I don't know, helps me brainstorm ideas, and supports me in developing concepts. I use AI to search for information, expand my ideas, create images, and get detailed explanations for questions I don't understand."*

Student 7: *"AI is really helpful for my studies because when I'm confused about something, it can explain it to me."*

Student 8: *"AI helps me finish my assignments faster so I don't waste time being stuck. It also helps me organize and improve my ideas and put them into words, especially when I have ideas but don't know how to write them down."*

Based on the interview results, students reported that Artificial Intelligence (AI) has become a highly supportive tool in their academic activities. They argued that AI helps them find answers quickly and understand course materials such as modules, journals, and other readings assigned by lecturers. When encountering difficult topics, students said they often rely on AI to provide clearer or simpler explanations.

Several students highlighted that AI is especially useful for locating study materials, such as journal articles and additional sources. It also helps them identify the main points in long texts or PDFs. It also helps them to summarize content when they need to study in a short amount of time.

AI is also used for idea development. Students mentioned that it assists them in brainstorming, expanding concepts, and even generating images when needed. Some shared that AI helps them organize their thoughts and express ideas more effectively, particularly when they know what they want to say but struggle to write it down.

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Overall, the interviews show that students perceive AI as a valuable and supportive tool in their academic activities. AI helps them access information quickly, understand difficult material, and organize their ideas more effectively. It also assists in finding reliable sources, summarizing long texts, and generating alternative perspectives. Students feel that AI saves time, enhances their learning process, and improves the quality of their assignments. In conclusion, AI plays a significant role in helping them to study more efficiently and confidently.

Then, there were several students' opinion about the most used Artificial Intelligence application for learning English within tourism industry contexts:

Student 1: *"I mostly use ChatGPT because it provides a wide range of information from many different sources, making it easy for me to find the answers or explanations I need."*

Student 2: *"I often rely on ChatGPT when I need inspiration or new ideas for my assignments, and I also use it to check and correct my grammar whenever I'm unsure about my writing."*

Student 3: *"I frequently use QuillBot because it helps me correct my grammar, and I also use it to paraphrase my sentences whenever I want my writing to sound clearer and more academic."*

Student 4: *"I use Notebook.im mainly to summarize PDF documents, and I like it because it offers different options such as voice summaries, mind maps, main ideas, and even video presentations, which really help me understand the material more easily."*

Student 5: *"I usually use QuillBot to improve my grammar, especially when I need to send a message to my lecturer, because I want my English to be correct and professional."*

Student 6: *"I use Claude because it helps me expand and elaborate my ideas, making them more detailed and well-developed."*

Student 7: *"I often choose ChatGPT because it is very easy to use; I just type a question or command, and it immediately provides the answer I need."*

Student 8: *"I prefer using QuillBot because it is very helpful for paraphrasing sentences, especially when I want to rewrite something in a clearer and more original way."*

The interview responses show clear patterns in how students choose and use Artificial Intelligence tools in their academic activities. In the term of preference for tools that are easy to use, many students mentioned that they prefer ChatGPT because it is simple and convenient. They appreciate that they only need to type a question or command, and the tool immediately provides an answer. This indicates that user-friendliness and accessibility are key factors influencing students' tool choice.

Then, in term of strong focus on grammar correction and writing support, a significant number of students rely on QuillBot for grammar correction and paraphrasing. They use it when writing assignments or even when messaging lecturers, showing a strong desire to produce correct, professional, and clear English. This suggests that grammar assistance tools address a common challenge for students related to academic writing skills.

Then, in term of the use of AI for idea development and brainstorming, some students use AI tools such as ChatGPT and Claude to help them find inspiration, expand ideas, and elaborate their thoughts. This shows that students are not only using AI for basic questions but also for higher-order thinking tasks, such as generating concepts and developing arguments.

After that, in term of need for simplified and structured learning materials, students who use Notebook.im highlighted features like PDF summarization, mind maps, voice summaries, and video presentations.

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This suggests that some learners prefer visual or simplified formats when processing long or complex academic texts. AI tools help them break information into clearer and more manageable forms.

Students view AI tools as essential learning aids that help them improve their academic writing, understand complex materials, and enhance productivity. The choice of AI tools is largely influenced by ease of use, usefulness for specific tasks, and the ability to receive quick and clear explanations. Overall, AI functions not only as an information source but also as a writing assistant, study partner, and idea generator.

5. CONCLUSION

The findings from both the questionnaire and interviews underscore the significant and multifaceted role that Artificial Intelligence (AI) plays in enhancing students' English language learning within the context of tourism studies. Quantitative data indicate strong positive perceptions regarding AI's contribution to improving reading comprehension, speaking fluency, writing accuracy, and idea generation. Students reported that AI facilitates their understanding of tourism-related texts, aids in practicing spoken English, and provides valuable feedback on writing tasks. Interview data further corroborates these findings, revealing that students utilize AI to simplify complex materials, summarize lengthy texts, access study resources, and generate ideas for assignments using tools such as ChatGPT, QuillBot, Claude, and Notebook.im.

Across both data sources, students consistently indicated that AI tools are easy to use, accessible, and effective in addressing learning challenges. While a few students expressed concerns regarding the accuracy of AI-generated information, the majority viewed AI as a dependable academic partner that boosts productivity and enhances the quality of their work. A small minority, however, acknowledged potential overreliance on AI. In general, the results

highlight AI's vital role in students' learning strategies, breaking down barriers and fostering the development of key language skills. These findings emphasize AI's transformative potential as a valuable resource in English language education for tourism studies.

Future research could explore how the integration of AI tools can be optimized in different educational contexts, focusing on the long-term impact of AI on student outcomes in language proficiency. Additionally, it would be valuable to investigate the role of AI in supporting other aspects of tourism education, such as cultural understanding and industry-specific vocabulary acquisition. Furthermore, further studies could examine the ethical implications of AI use in education, including the balance between technology and human instruction.

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