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An Exploration of English Students' Perception on the Impact of Artificial Intelligence in Learning English Reading Comprehension

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ABSTRACT

Technological advancement has significantly impacted English language learning, especially in reading skills. However, there remains a gap between the utilization of technologies such as Artificial Intelligence (AI) and a comprehensive understanding of students' perceptions of its influence. This study aims to explore the perceptions of English Department students regarding the impact of AI on enhancing their reading comprehensions. A quantitative research method with a survey design was employed, involving 21 fourth-semester students. The instrument used was a Likert-scale questionnaire covering three key indicators: selection, organization, and interpretation. The findings revealed that students held a positive perception of AI in reading, with an overall mean score of 3.14. These results indicate that AI effectively assists students in selecting appropriate reading materials, organizing information, and interpreting texts more effectively. The study concludes that AI can serve as a beneficial tool in the reading learning process, although it cannot replace the crucial role of educators in shaping character and moral values. Therefore, it is recommended that educators and researchers consider a balanced integration of AI in English language learning.

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1. INTRODUCTION

English is among the most influential and widely used languages in the contemporary world. As a primary means of communication, it is utilized not only by native speakers but also by millions of people as a second or foreign language across various countries. As a global language, its use is not as a method of verbal communication, but also in other areas such as computer programming languages, instruction manuals, educational materials, economics and others (Syandri, 2023). In the context of learning English, four fundamental skills are identified as the primary focus: reading, listening, speaking, and writing. The four skills mentioned above are complementary and play a vital role in achieving comprehensive language proficiency.

Reading is an important skill in the acquisition of English, as it facilitates the comprehension of written information. Reading comprehension means understanding the message and extracting necessary information from reading sources (Satriani, 2018). One of the reading comprehension resources that has a direct connection to literacy abilities in identifying primary and secondary ideas (Faturrohmah et al., 2023). Therefore, reading skills help acquire new knowledge and improve critical and analytical thinking. By actively reading, one can develop horizons, expand vocabulary, and improve the ability to construct arguments and express ideas in writing and orally.

The development of technology has had a huge impact on English language learning, making it more accessible, interactive and efficient. One of the latest innovations is the utilization of Artificial Intelligence (AI) that enables learning that is more personalized, adaptive, and responsive to each learner's needs. In the current age of Industrial Revolution 4.0, artificial intelligence (AI) technology has become a crucial topic in improving the efficiency of learning and related activities. Artificial intelligence (AI) can help improve time efficiency and human labor requirements, as well as enable the development of pedagogies that utilize AI to improve the quality of student work (Ananta Choirunnisa, 2024).

Perception is a mental process that helps people make sense of and understand the sensory information they get from their surroundings. It involves not only the reception of external stimuli through the senses but also the interpretation of those stimuli based on past experiences, knowledge, and expectations. Perception is the process through which people make sense of their surroundings by organizing and interpreting the information they get from their senses (Robbins & Judge, 2017). This definition highlights the subjective nature of perception, which can be influenced by internal factors such as attitudes and motivations, as well as external factors like the intensity and novelty of stimuli. Thus, perception plays a crucial role in shaping human behavior and decision-making in daily life.

In the context of education, learners' perception in reading plays a vital role in shaping their motivation, comprehension, and overall learning outcomes. How students perceive reading whether as an engaging, valuable activity or a difficult, tedious task can significantly influence their willingness to read and their ability to extract meaning from texts. Discovered that when students view reading as interesting and valuable, their motivation increases, which then leads to better use of cognitive strategies and improved reading comprehension (Wang & Guthrie, 2021). When learners perceive reading positively, they are more likely to engage deeply with the material, utilize effective reading strategies, and develop stronger comprehension skills. Conversely, negative perceptions can hinder progress and reduce the effectiveness of reading instruction.

Several studies on the perception of using AI in reading skills have been conducted. In their researches, Khamouja (2025) found that students have a positive perception of the use of artificial intelligence (AI) because AI helps to significantly improve reading, critical thinking, and text comprehension skills. Then, Daweli & Mahyoub (2024) found that the use of AI in EFL reading learning positively improved students' skills, motivation and learning independence. In closing, Nugrahawati (2024) discovered that while AI positively enhances college reading instruction especially in literal and inferential reading by offering instant feedback, personalized content, and flexible learning that benefits both students and teachers, it cannot replace the essential role of teachers in shaping character, inspiring learners, and instilling moral values.

Some of the research results above found that the issue of student perceptions of the impact of using AI for Reading Skills is still a hot issue to be discussed. This study focuses on students' perceptions of the impact of Artificial Intelligence (AI) in learning English reading skills. Therefore, this study aims to expand previous views on students' perceptions of AI affecting their reading skills.

2. METHODS

Quantitative research method was used in this research, with the design as survey research. Survey research is a method of collecting information by obtaining individuals' responses to a set of questions from a selected sample (Check & Schutt, in Prasad et al., 2024). The population in this study were all fourth semester students of the English Study Program, totaling 21 people.

Then the researcher used a questioner to collect the data. A questionnaire is an important tool for research for collecting data from respondents. The significance of carefully formulating questionnaire items to maintain the validity and reliability of the collected data (Sugiyono, 2017). In creating the questionnaire, researchers used three indicators, namely selection, organization, and interpretation (Qiong, 2017). A total of fifteen statements were created, which were distributed in the form of a likert scale.

The data in this study were analyzed using descriptive statistical analysis. To answer the research questions, the results of the perception questionnaire were evaluated. Participants' responses to the questionnaire regarding their perceptions of the impact on using Artificial Intelligence (AI) in reading skill were assessed. In this study, the scale used is a likert scale with an interval of 1-4. This scale is used to measure opinions, attitudes, perceptions of a person or individual about social phenomena (Sugiyono, 2019). This scale creates a ranking or score on each question. Answers that do not support are given a low score while answers that agree will be given a high score. For statements that are positive in nature supporting aspects in the variable, a score is given if:

4 = Strongly Agree (SA)
3 = Agree (A)
2 = Disagree (D)
1 = Strongly Disagree (SD)

3. RESULTS

This study aims to explore students' perceptions of the impact of AI on their reading ability. The questionnaire has been distributed and the data has been obtained. The analysis of the students' responses provides a general picture of their perceptions regarding the influence of AI on reading skills. The following presents the overall view of their perceptions.

Table 1. Selection

No.	Statements	Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel that AI helps me select reading materials that suit my interests and ability level.	23.8%	71.4%	4.7%	0%
2.	AI provides reading recommendations that are relevant to the topic I am studying.	19%	76.2%	4.8%	0%
3.	I am more motivated to read because AI provides diverse reading options.	19%	61.9%	14.3%	4.8%
4.	AI helps me find credible and reliable reading sources.	9.5%	76.2%	14.3%	0%
5.	I can easily access different types of texts (articles, books, news) through AI platforms.	38.1%	47.6%	14.3%	0%

Table 1 presents students' responses to the first indicator, namely selection, which consists of five statements. For the first statement, "I feel that AI helps me select reading materials that suit my interests and ability level," 23.8% strongly agreed, 71.4% agreed, 4.7% disagreed, and no one strongly disagreed. The second statement, "AI provides reading recommendations that are relevant to the topic I am studying," received responses of 19% strongly agree, 76.2% agree, 4.8% disagree, and 0% strongly disagree. For the third statement, "I am more motivated to read because AI provides diverse reading options," 19% strongly agreed, 61.9% agreed, 14.3% disagreed, and 4.8% strongly disagreed. The fourth statement, "AI helps me find credible and reliable reading sources," received 9.5% strongly agree, 76.2% agree, 14.3% disagree, and no one strongly disagreed. The final statement, "I can easily access different types of texts (articles, books, news) through AI platforms," was rated 38.1% strongly agree, 47.6% agree, 14.3% disagree, and no responses for strongly disagree. Overall, the results in Table 1 indicate that students hold a predominantly positive perception of AI in relation to the *selection* aspect of reading. Most students agreed that AI effectively assists them in choosing suitable materials, offering relevant recommendations, and providing access to various types of texts. Moreover, AI was perceived as

helpful in supporting credibility and enhancing reading motivation, although a small percentage expressed disagreement. These findings suggest that AI is not only seen as a practical tool for facilitating reading selection but also as a means of encouraging engagement and autonomy in students' reading practices.

Table 2. Organization

No.	Statements	Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
6.	AI helps me organize my notes and important information from the reading material.	19%	76.2%	4.8%	0%
7.	I can easily find specific information in the reading text with the help of AI.	28.6%	61.9%	9.5%	0%
8.	AI helps me make a summary or key points of the text I read.	33.3%	66.7%	0%	0%
9.	AI helps me connect ideas from different reading sources.	28.5%	71.4%	0%	0%
10.	I can organize my reading schedule and set reminders with the help of AI.	4.7%	66.6%	23.8%	4.7%

Table 2 shows the students' responses to the second indicator, organization, which includes five statements. Statement six, "AI helps me organize my notes and important information from the reading material," received 19% strongly agree, 76.2% agree, 4.8% disagree, and no one strongly disagreed. Statement seven, "I can easily find specific information in the reading text with the help of AI," was answered with 28.6% strongly agree, 61.9% agree, and 9.5% disagree. Statement eight, "AI helps me make a summary of key points of the text I read," was answered with 33.3% strongly agree, 66.7% agree, and no responses for disagree or strongly disagree. Statement nine, "AI helps me connect ideas from different reading sources," received 28.5% strongly agree, 71.4% agree, and no disagreement. Lastly, statement ten, "I can organize my reading schedule and set reminders with the help of AI," received 4.7% strongly agree, 66.6% agree, 23.8% disagree, and 4.7% strongly disagree. Based on this data, the researcher concludes that the majority of students gave positive responses toward the second indicator, organization in learning reading.

Table 3. Interpretation

No.	Statements	Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
11.	AI helps me understand the implied meaning in reading texts	38.1%	57.1%	4.8%	0%
12.	I feel more confident in interpreting English texts with the help of AI	14.3%	76.2%	9.5%	0%
13.	AI provides explanations that help me understand the cultural or historical context of the texts I read	28.6%	66.7%	4.8%	0%
14.	AI helped me identify the author's bias or point of view in the texts	23.8%	71.4%	4.8%	0%
15.	I can understand different writing styles and English registers with the help of AI	28%	71.4%	0%	0%

Furthermore, Table 3 presents the results of students' responses to the third and final indicator, interpretation, with five statements. For statement eleven, "AI helps me understand the implied meaning in reading texts," 38.1% strongly agreed, 57.1% agreed, and 4.8% disagreed. Statement twelve, "I feel more confident in interpreting English texts with the help of AI," received

14.3% strongly agree, 76.2% agree, 9.5% disagree, and no one strongly disagreed. Statement thirteen, "AI provides explanations that help me understand the cultural or historical context of the texts I read," had responses of 28.6% strongly agree, 66.7% agree, 4.8% disagree, and no one strongly disagreed. Statement fourteen, "AI helped me identify the author's bias or point of view in the texts," was answered with 23.8% strongly agree, 71.4% agree, 4.8% disagree, and 0% strongly disagree. The final statement, "I can understand different writing styles and English registers with the help of AI," received 28% strongly agree, 71.4% agree, and no disagreement. From these results, it can be concluded that students gave positive responses to all five statements under the third indicator, interpretation.

Table 4. Descriptive Statistics on the Learners' Reading Perception

Indicator	Std. Deviation	Mean	Overall Mean Score	Criteria
Selection	.59685	3.09		Positive Perception
Organization	.57289	3.13	3.14	
Interpretation	.51852	3.21		

Table 4 shows the overall perceptions of English students regarding the impact of AI on their reading ability. This can be seen from the indicator scores: 3.09 for selection, 3.13 for organization, and 3.21 for interpretation. These results indicate a tendency toward a positive perception. The overall mean score is 3.14, which also falls under the category of positive perception. Therefore, the researcher concludes that students hold a positive perception of the impact of AI on their English reading skills.

4. DISCUSSIONS

The findings of this study reveal that students' perceptions regarding the use of Artificial Intelligence (AI) in learning English reading skills are positive, with an overall mean score of 3.14. Students responded positively to the integration of AI across three key indicators: selection, organization, and interpretation. These results indicate that AI-supported tools are considered helpful in assisting students to comprehend reading texts through adaptive and interactive features.

These findings are in line with the study by Khamouja (2025), which concluded that AI helps students become more proficient readers, especially in understanding increasingly complex texts. Conducted among S6 students at Ibn Tofail University, the research found that participants held positive attitudes toward AI as it facilitated better text comprehension. Khamouja further emphasized the importance of integrating AI into teaching practices and recommended the use of AI detectors to promote academic integrity and discourage plagiarism during research activities.

The results are also supported by Daweli & Mahyoub (2024), who found that students believed AI contributed to the improvement of their reading skills, confidence, and motivation. Their study highlighted how AI provided personalized and adaptive learning experiences, enhancing students' engagement in reading. However, they also noted the need for a balanced integration of AI tools with traditional teaching methods to ensure effective and holistic instruction.

Finally, Nugrahawati (2024) confirmed the benefits of AI in the context of literal and inferential reading, particularly through features such as instant feedback, personalized content, and flexible learning environments. Nonetheless, her study underlined that while AI can greatly support the learning process, it cannot replace the essential role of educators in shaping character, inspiring students, and instilling moral values. In fact, English students have a positive perception of the impact of Ai on their reading skills.

All together, these findings reaffirm that English students hold a positive perception of AI's impact on their reading skills. AI is not only appreciated for its capacity to recommend suitable texts and provide adaptive guidance but also for its role in boosting motivation and engagement. However, the literature consistently emphasizes the importance of human-AI collaboration where AI serves as a supportive mechanism while teachers continue to play a central role in nurturing

critical thinking, creativity, and moral responsibility. This balance ensures that technological innovation enriches rather than diminishes the educational experience.

5. CONCLUSION

This study set out to examine students' perceptions of the impact of Artificial Intelligence (AI) on their English reading skills. The findings consistently indicate that students hold a positive perception of AI integration, as reflected in the overall mean score of 3.14. Across the three indicators; selection, organization, and interpretation. AI was perceived as a supportive tool that enhances reading comprehension, provides adaptive recommendations, organizes learning materials, and facilitates deeper interpretation of texts.

Moreover, AI was valued not only for its practical functions such as offering relevant texts, summarizing content, and providing instant explanations, but also for its ability to improve motivation, confidence, and engagement in reading. Nevertheless, while the results demonstrate that AI contributes significantly to students' reading development, they also highlight the irreplaceable role of educators in fostering critical thinking, moral values, and holistic learning experiences.

In sum, the findings reaffirm that AI serves as a powerful complement to traditional learning methods. Its role is not to replace teachers, but to enrich and support the teaching–learning process, creating an environment where students can access diverse resources, develop autonomy, and engage more actively in their reading practices.

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