Name   **:** Haifa Nenden Andriyana

Class   **:** A2-2022

Studennt ID   **:** 22220064

MID-TEST SPPKI

EXPLORING TEACHERS' PERSPECTIVES ON THE USE OF AI IN TEACHING ENGLISH: ATTITUDES, BENEFITS, AND CHALLENGES

METHOD

This study used a qualitative descriptive research approach to obtain a thorough, in-depth understanding of English teachers' perspectives on the use of AI in preparing instructional materials. According to Villamin et al. (2025), by producing data on experiences or events from the perspectives of the participants, the qualitative descriptive design enables researchers to stay "data-near" and obtain a thorough understanding of the phenomenon without necessarily concentrating on the study of lived experiences, culture, or theory development. As argued by Braun and Clarke (2021), qualitative descriptive designs are especially useful for learning new, contextually grounded views on well-known subjects or for examining phenomena about which relatively little is known.

The study was conducted in junior high schools in Indonesia's West Java Province during the 2024–2025 school year. The participants were three English teachers who were specifically chosen based on the following criteria: (1) currently teaching English at the junior high school level, which includes grades 7, 8, or 9; (2) having at least two years of teaching experience; (3) having the fundamental knowledge of digital technologies and dependable internet access required for potential use of AI tools; and (4) exhibiting a willingness to participate voluntarily in the study.

Semi-structured interviews and questionnaires were used to gather data. Open-ended questions covering three related topics were included in the semi-structured interview: (1) teachers' views toward AI in material preparation; (2) anticipated benefits of AI utilization; and (3) challenges faced, such as pedagogical issues, personal reluctance, and technological

obstacles. Each interview took place in person and lasted between thirty and forty-five minutes. With the participants' consent, all interviews were audio recorded, and the researcher then transcribed each one to make sure it was complete for analysis. Every participant received the questionnaire via Google Forms. Thematic analysis was used to methodically examine the qualitative information collected from questionnaire responses and interviews.

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