

**AI DEPENDENCY AND INDEPENDENT LEARNING:
A SEQUENTIAL EXPLANATORY MIXED-METHODS
ANALYSIS OF STUDENTS' PERCEPTIONS IN
ENGLISH LANGUAGE EDUCATION**

THESIS



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POSTGRADUATE PROGRAM
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MOTTO AND DEDICATION

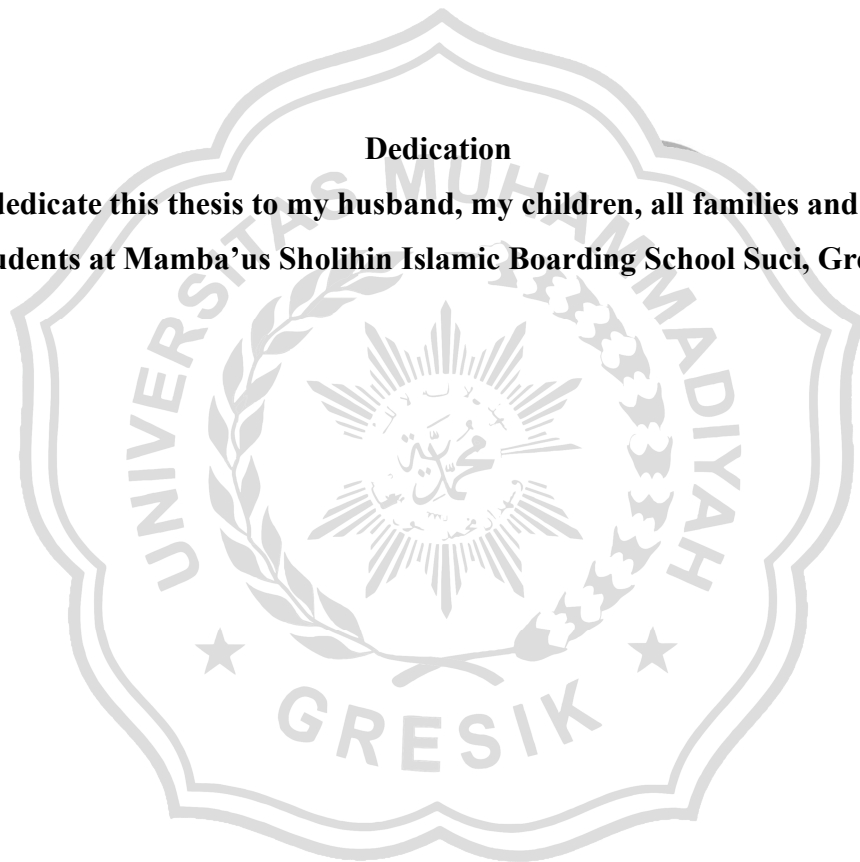
Motto

“Knowledge Grows Through Reflection and Experience”

“Life is Merely a Waiting for The Moments of Shalat”

Dedication

I dedicate this thesis to my husband, my children, all families and my students at Mamba’us Sholihin Islamic Boarding School Suci, Gresik



ABSTRAK

Suminar, Elis. 2026. “*AI Dependency and Independent Learning: A Sequential Explanatory Mixed-Methods Analysis of Students’ Perceptions in English Language Education*”. Tesis. Program Studi Magister Pendidikan Bahasa Inggris. Program Pascasarjana. Universitas Muhammadiyah Gresik. Pembimbing I Dr. Slamet Asari, S.Pd., M.Pd., Pembimbing II Dr. Nirwanto Maruf, SS., M.Hum.

Kata kunci: Artificial Intelligence (AI), Ketergantungan AI, Pembelajaran Mandiri, Pembelajaran EFL dan Teknologi

Perkembangan teknologi **Artificial Intelligence (AI)** telah mengubah lanskap pendidikan, khususnya dalam pembelajaran bahasa Inggris di tingkat perguruan tinggi. Berbagai perangkat AI seperti pemeriksa tata bahasa, penerjemah otomatis, dan platform teks generatif membantu mahasiswa dalam memahami materi serta meningkatkan keterampilan berbahasa secara mandiri. Penelitian ini bertujuan untuk mengkaji persepsi mahasiswa perguruan tinggi terhadap tingkat ketergantungan mereka pada AI dalam mendukung pembelajaran bahasa Inggris yang bersifat mandiri. Penelitian ini menggunakan pendekatan **mixed-methods**, dengan pengumpulan data melalui kuesioner terhadap 30 mahasiswa EFL serta wawancara semi-terstruktur dengan lima partisipan yang dipilih secara purposif. Hasil penelitian menunjukkan bahwa mahasiswa mengapresiasi penggunaan perangkat AI seperti Grammarly, Google Translate, dan ChatGPT karena kemampuannya dalam memberikan umpan balik instan, pengalaman belajar yang dipersonalisasi, serta peningkatan kompetensi bahasa. Namun demikian, efektivitas AI dalam mendukung pembelajaran mandiri sangat bergantung pada penggunaan yang bertanggung jawab dan integrasi yang seimbang dengan metode pembelajaran konvensional. Secara keseluruhan, penelitian ini memberikan kontribusi penting bagi para pemangku kepentingan pendidikan dalam memanfaatkan AI secara optimal guna mendorong kemandirian belajar dan literasi digital mahasiswa.

ABSTRACT

Suminar, Elis. 2026. “*AI Dependency and Independent Learning: A Sequential Explanatory Mixed-Methods Analysis of Students’ Perceptions in English Language Education*”. Thesis. Master’s Program of English Education. Postgraduate Program. Universitas Muhammadiyah Gresik. Supervisor I Dr. Slamet Asari, S.Pd., M.Pd., Supervisor II Dr. Nirwanto Maruf, SS., M.Hum.

Keywords: Artificial Intelligence (AI), AI Dependence, Independent Learning, EFL Learning and Technology

The advancement of Artificial Intelligence (AI) technology is reshaping education, particularly in English language learning at the university level. AI tools such as grammar checkers, automated translators, and generative text platforms assist students in understanding materials and improving language skills autonomously. This study examines university students’ perceptions of their AI dependency in supporting independent English learning. Employing a mixed-methods approach, data were gathered via questionnaires from 30 EFL undergraduates and semi-structured interviews with five purposively selected participants. Findings reveal that students appreciate AI tools like Grammarly, Google Translate, and ChatGPT for providing instant feedback, personalized learning experiences, and enhanced language proficiency. However, Findings reveal that students appreciate AI tools like Grammarly, Google Translate, and ChatGPT for providing instant feedback, personalized learning experiences, and enhanced language proficiency. Overall, the effectiveness of AI in supporting independent learning depends greatly on responsible use and balanced integration with traditional instructional methods. This study contributes valuable insights for educational stakeholders in harnessing AI to promote learner autonomy and digital literacy.

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The researcher acknowledges that this thesis may still have limitations in terms of content and presentation. Therefore, constructive criticism and suggestions are highly appreciated for future improvement. It is sincerely hoped that this study will contribute meaningfully to the advancement of knowledge, particularly in the field of English Language Education.

Gresik, 5 January 2026

Elis Suminar

TABLE OF CONTENTS

	Page
SUPERVISOR’S APPROVAL	i
THESIS EXAMINATION APPROVAL	ii
STATEMENT OF ORIGINALITY	iii
MOTTO AND DEDICATION	iv
ABSTRAK	v
ABSTRACT	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	
1.1. Background	1
1.2. Focus of The Research	4
1.3. Scope of the Problem	5
1.4. Research Question	5
1.5. Objective of The Research	5
1.6. Significance of The Research	6
1.7. Definition of The Key Turn	6
CHAPTER II LITERATURE REVIEW	
2.1. Theoretical Background	9
2.1.1. Independent Learning in English Language Education	9
2.1.2. Artificial Intelligence (AI) in English Language Education	10
2.1.3. Students’ Dependency on AI	11
2.1.4. The Impact of AI Dependency on Independent Learning	13
2.1.5. Students’ Perspectives in Learning Context	17
2.2. Previous Related Studies	18
2.3. Conceptual Framework	21

2.4. Hypothesis	23
CHAPTER III RESEARCH METHODOLOGY	
3.1. Research Design	24
3.2. Research Setting	24
3.3. Population, Sample and Technique of Sampling	25
3.4. Research Instrument	26
3.5. Research Procedure	27
3.6. Technique of Data Collection	28
3.7. Technique of Data Analysis	29
3.8. Data Validation	30
CHAPTER IV FINDING AND DISCUSSION	
4.1. Finding	31
4.1.1. Students' Dependence on AI Tools and Independent Learning..	31
4.1.2. Students' Perceptions of AI Tools in English Learning Education.....	33
4.2. Discussion	36
CHAPTER V CONCLUSION AND IMPLICATIONS	
5.1. Conclusion	39
5.2. Implication of The Study	40
5.2.1. Implications for Educational Practitioners	40
5.2.2. Implications for Learners	41
5.2.3. Implications for Institutions and Policy Makers	41
5.2.4. Implications for AI Developers	42
5.3. Limitations of the Study	42
5.4. Recommendations for Future Research	43
REFERENCES	44
APPENDICES	49

LIST OF TABLE

	Page
Table 4.1. The Descriptive Statistics	31



LIST OF FIGURES

	Page
Figure 2.1. Components of Cognitive Abilities	14
Figure 2.2. Conceptual Framework	21



LIST OF APPENDICES

	Page
Appendix A. Questionnaire Instrument (Bilingual).....	49
Appendix B. Semi-Structured Interview Question (Bilingual)	54
Appendix C. Coding of Qualitative Interview Data	58

