



# Artificial Intelligence Integration on English Instruction Among the Junior High Schools in Congressional District IV, Batangas Province

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## Abstract

This study examined the level of usefulness of Artificial Intelligence (AI) integration in English instruction among Junior High School teachers in Congressional District IV, Batangas Province. It specifically assessed its usefulness in enhancing grammar and vocabulary acquisition, improving reading comprehension, and developing writing skills, as well as its utilization in lesson planning, interactive and adaptive learning experiences, and assessment and feedback mechanisms.

A quantitative descriptive research design was employed, involving Junior High School teachers. A researcher-made and validated questionnaire served as the primary data gathering instrument, supported by unstructured interviews to provide additional insights into teachers' experiences.

The findings revealed that the level of usefulness of AI integration in English instruction was moderately useful across grammar and vocabulary acquisition, reading comprehension, and writing skills. In terms of utilization, AI integration in instructional delivery was found to be moderately utilized, particularly in lesson planning, interactive and adaptive learning experiences, and assessment and feedback mechanisms. It also revealed a strong, positive, and significant relationship between the level of usefulness and the extent of utilization of AI integration. This indicates that teachers who perceive AI as more useful are more likely to integrate it into their instructional practices.

Despite its perceived usefulness, several barriers were identified, including limited access to AI tools, insufficient training, and concerns regarding responsible use. Interview responses further supported these findings, highlighting that while AI is useful in facilitating teaching tasks and enhancing student participation, challenges related to accessibility and teacher preparedness remain evident.

Based on the findings, the study proposed an intervention program titled the AI Integration Enhancement Activities (AIIEA), aimed at strengthening teachers' competencies in utilizing AI in English instruction. The proposed program includes training workshops, hands-on activities, lesson planning support, and the application of AI in assessment and feedback. This initiative is intended to promote the appropriate and responsible use of AI and support more responsive and technology-supported English instruction.

**Keywords:** *Artificial Intelligence (AI) integration, English instruction, teacher utilization, perceived usefulness, intervention activities.*

## Introduction

Artificial Intelligence (AI) has become an emerging innovation in education, transforming instructional practices through adaptive learning systems, automated feedback tools, and personalized learning experiences. In English instruction, AI-supported applications such as grammar checkers, essay evaluators, chatbots, and adaptive learning platforms help teachers improve instructional delivery while assisting students in developing grammar, vocabulary, reading comprehension, and writing skills. These technologies also provide opportunities for more interactive, learner-centered, and technology-supported classroom experiences.

Globally, educational institutions continue to integrate AI technologies into language learning to enhance student engagement and academic performance. In the Philippines, the Department of Education supports digital transformation initiatives that encourage the integration of technology in teaching and learning. However, despite the increasing availability of AI tools, many public schools continue to experience challenges related to limited technological resources, insufficient teacher training, unstable internet connectivity, and concerns regarding the responsible use of AI-generated outputs.

In Congressional District IV, Batangas Province, Junior High School English teachers demonstrate varying levels of readiness in integrating AI into classroom instruction. While some teachers utilize AI-supported tools for lesson planning, assessment, and instructional delivery, others encounter barriers that limit effective implementation. Teachers recognize the potential of AI in improving teaching efficiency and student participation, yet the extent of its usefulness and utilization in English instruction remains an area that requires further investigation.

Hence, this study aimed to determine the level of usefulness of Artificial Intelligence integration in English instruction among Junior High School teachers in Congressional District IV, Batangas Province. Specifically, it assessed its usefulness in enhancing grammar and vocabulary acquisition, improving reading comprehension, and developing writing skills. It also determined the extent of AI utilization in lesson planning, interactive and adaptive learning experiences, and assessment and feedback mechanisms. Furthermore, the study identified the barriers encountered by teachers in integrating AI into English instruction and proposed intervention activities to strengthen responsible and effective AI integration in teaching and learning.

Specifically, it seeks to answer the following questions:

1. What is the level of usefulness of Artificial Intelligence integration in English instruction as assessed by the teachers in terms of:
  - 1.1 enhancing grammar and vocabulary acquisition
  - 1.2 improving reading comprehension
  - 1.3 developing writing skills?
2. To what extent of utilization of AI integration be assessed by the respondents with respect to:
  - 2.1 lesson planning
  - 2.2 interactive and adaptive learning experiences; and



### 2.3 assessment and feedback mechanisms?

3. Is there significant relationship in the assessment on the level of usefulness and on the extent of utilization of AI integration in English instructions?
4. What barriers do teachers encounter in integrating Artificial Intelligence tools into English instruction?
5. Based on the analysis of the study, what enhancement activities may be proposed?

## Methodology

### Research Design

This study utilized a quantitative descriptive research design to determine the level of usefulness and extent of utilization of Artificial Intelligence integration in English instruction among Junior High School teachers in Congressional District IV, Batangas Province. The descriptive approach enabled the researcher to gather data regarding teachers' perceptions, experiences, and practices related to AI integration.

### Respondents

The respondents of the study were 125 Junior High School English teachers from selected public secondary schools in Congressional District IV, Batangas Province. These teachers were selected because they directly implement English instruction and utilize technology-based instructional strategies in classroom teaching.

### Research Instrument

A researcher-made questionnaire served as the primary data gathering instrument. The questionnaire consisted of items related to:

- usefulness of AI integration in English instruction;
- extent of utilization of AI integration;
- barriers encountered in AI integration; and
- proposed intervention activities.

The questionnaire was validated by experts in educational research and English instruction to ensure content validity and reliability.

### Data Collection Procedure

After securing permission from school authorities, the researcher administered the questionnaires to the identified respondents. Unstructured interviews were also conducted to gather additional insights regarding teachers' experiences, challenges, and perceptions about AI integration in English instruction. The collected data were organized, tabulated, and analyzed statistically.

## Data Analysis

Weighted mean, frequency and percentage distribution, and Pearson r correlation were used to analyze the data gathered in the study. The weighted mean was utilized to determine the level of usefulness and extent of utilization of AI integration. Frequency and percentage distribution were used to summarize and describe the responses of the participants. Pearson r correlation was employed to determine the significant relationship between the level of usefulness and extent of utilization of AI integration.

## Results

### 1. Level of Usefulness of AI Integration in English Instruction

#### 1.1 Enhancing Grammar and Vocabulary Acquisition

The table shows that the level of usefulness of artificial intelligence (AI) integration in enhancing grammar and vocabulary acquisition obtained a weighted mean of 3.20, which was verbally interpreted as moderate. This indicates that AI tools were found to be helpful in assisting students in identifying grammatical errors and improving their vocabulary. This implies that AI provides immediate feedback that supports students in developing language accuracy. However, the moderate result suggests that the use of AI in this aspect is not fully maximized and still depends on proper guidance from teachers.

#### Assessment on the Level of Usefulness of AI Integration in Terms of Enhancing Grammar and Vocabulary Acquisition

<i>As an English Teacher I...</i>	Mea n	Standard Deviation	Verbal Interpretation	Rankin g
1. use AI grammar checkers to help students identify and correct grammatical errors in real time.	3.1 3	0.751	Moderately Useful	8
2. use AI tools that automatically detect sentence structure errors and suggest improvements.	3.1 7	0.801	Moderately Useful	7
3. guide students in using AI translation tools to expand their vocabulary and contextual understanding.	3.2 0	0.852	Moderately Useful	4.5
4. employ AI-powered vocabulary builders to introduce new words and meanings based on students' level.	3.1 9	0.69	Moderately Useful	6
5. incorporate AI tools that suggest appropriate word choices for students' writing tasks.	3.2 0	0.81	Moderately Useful	4.5

<i>As an English Teacher I...</i>	Mea n	Standard Deviation	Verbal Interpretation	Rankin g
6. provide students with AI-assisted vocabulary exercises that match their reading materials.	3.1 0	0.81	Moderately Useful	9
7. employ AI-generated context-based examples to help students use new words accurately in sentences.	3.4 5	0.56	Moderately Useful	1
8. encourage students to use AI to explore synonyms, antonyms, and idiomatic expressions.	3.0 3	0.78	Moderately Useful	10
9. integrate AI as a supplement to traditional grammar instruction for improved accuracy and fluency.	3.2 6	0.75	Moderately Useful	2
10. use AI feedback to differentiate grammar instruction for students with varying proficiency levels.	3.2 2	0.75	Moderately Useful	3
<b>Overall Mean</b>	<b>3.2 0</b>	<b>0.76</b>	Moderately Useful	

*Legend: 3.50-4.00 Highly Utilized, 2.50-3.49 Moderately Utilized, 1.50-2.49 Slightly Utilized, 1.00- 1.49 Least Utilized*

## 1.2 Improving Reading Comprehension

The table shows that the level of usefulness of artificial intelligence (AI) integration in improving reading comprehension obtained a weighted mean of 3.15, which was verbally interpreted as moderate. This indicates that AI helps students understand reading materials by providing texts appropriate to their level of comprehension. This implies that AI promotes better engagement and understanding by adapting to learners' needs. However, the moderate result suggests that students still require teacher support to fully develop deeper comprehension and critical reading skills.

### Assessment on the Level of Usefulness of AI Integration in Terms of Improving Reading Comprehension

<i>As an English Teacher I ...</i>	Mea n	Standard Deviation	Verbal Interpretation	Rankin g
1. integrate AI summarizing tools to help students identify the main ideas and supporting details in reading texts.	3.0 5	0.85	Moderately useful	10

<i>As an English Teacher I ...</i>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Verbal Interpretation</b>	<b>Ranking</b>
2. use AI reading platforms that adapt text difficulty according to students' reading levels.	3.1 2	0.88	Moderately useful	9
3. employ AI-generated comprehension questions to assess students' understanding of texts.	3.2 2	0.78	Moderately useful	4
4. use AI tools that assist students in identifying context clues and unfamiliar vocabulary while reading.	3.2 0	0.77	Moderately useful	5.5
5. integrate AI applications that help students analyze the tone, mood, and purpose of a text.	3.1 3	0.75	Moderately useful	8
6. utilize AI reading analytics to monitor students' comprehension progress.	3.2 0	0.77	Moderately useful	5.5
7. design reading lessons using AI tools that support inferential and critical reading skills.	3.2 3	0.65	Moderately useful	2.5
8. guide students in using AI tools to make predictions and draw conclusions from reading materials.	3.2 3	0.74	Moderately useful	2.5
9. use AI-assisted reading activities that provide immediate feedback on students' comprehension.	3.1 8	0.71	Moderately useful	7
10. analyze AI-generated reading data to plan interventions for students with reading difficulties.	3.2 6	0.66	Moderately useful	1
<b>Overall Mean</b>	<b>3.1 8</b>	<b>0.76</b>	<b>Moderately Useful</b>	

*Legend: 3.50-4.00 Highly Utilized, 2.50-3.49 Moderately Utilized, 1.50-2.49 Slightly Utilized, 1.00- 1.49 Least Utilized*

### 1.3 Developing Writing Skills

The table shows that the level of usefulness of artificial intelligence (AI) integration in developing writing skills obtained a weighted mean of 3.25, which was verbally interpreted as moderate. This indicates that AI tools assist students in organizing ideas, improving sentence construction, and generating written outputs. This implies that AI enhances students' ability to produce more coherent and

structured compositions. However, the moderate result suggests that overreliance on AI may limit students' originality and independent writing skills if not properly guided.

### Assessment on the Level of Usefulness of AI Integration in Terms of Developing writing skills

<i>As an English Teacher I ...</i>	Mea n	Standard Deviation	Verbal Interpretation	Rankin g
1. adopt AI writing assistants to guide students in organizing paragraphs, essays, and written outputs.	3.2 2	0.79	Moderately Useful	6
2. use AI-powered tools to help students improve sentence structure and grammar in writing.	3.2 9	0.73	Moderately Useful	3.5
3. integrate AI-based feedback systems to support students during drafting and revising stages.	3.1 1	0.81	Moderately Useful	9.5
4. employ AI tools to assist students in proofreading and editing their written compositions.	3.2 9	0.73	Moderately Useful	3.5
5. use AI-generated writing prompts to stimulate creativity and content development.	3.2 1	0.81	Moderately Useful	7
6. encourage students to use AI feedback to improve coherence and cohesion in their writing.	3.2 6	0.75	Moderately Useful	5
7. guide students in using AI tools to expand and refine ideas in written tasks.	3.1 6	0.81	Moderately Useful	8
8. integrate AI-assisted self-assessment tools to help students evaluate their writing progress.	3.1 1	0.81	Moderately Useful	9.5
9. use AI applications that provide suggestions to enhance writing style and clarity.	3.3 2	0.77	Moderately Useful	2
10. design writing activities that use AI to support the complete writing process, from planning to revision.	3.3 6	0.69	Moderately Useful	1

<i>As an English Teacher I ...</i>	<b>Mea n</b>	<b>Standard Deviation</b>	<b>Verbal Interpretation</b>	<b>Rankin g</b>
<b>Overall Mean</b>	<b>3.2 3</b>	<b>0.77</b>	<b>Moderately Useful</b>	

*Legend: 3.50-4.00 Highly Utilized, 2.50-3.49 Moderately Utilized, 1.50-2.49 Slightly Utilized, 1.00- 1.49 Least Utilized*

## 2. Level of Usefulness of AI Integration in English Instruction

### 2.1 Lesson Planning

The table shows that the extent of utilization of artificial intelligence (AI) integration in terms of lesson planning obtained a weighted mean of 3.18, which was verbally interpreted as moderate. This indicates that teachers use AI in preparing lesson plans, generating instructional ideas, and organizing teaching materials. This implies that AI supports teachers in making lesson preparation more efficient and systematic. However, the moderate result suggests that teachers still rely on traditional methods and have not fully maximized AI tools in designing their lessons.

#### Assessment of the Extent of Utilization of AI Integration with respect to Lesson planning

<i>As an English Teacher AI helps me...</i>	<b>Mea n</b>	<b>Standard Deviation</b>	<b>Verbal Interpretation</b>	<b>Rankin g</b>
1. identify learning objectives and content gaps through curriculum analyzers.	3.2 2	0.79	Moderately Utilized	8.5
2. design lesson plans that align with students' proficiency levels using planning tools.	3.3 8	0.69	Moderately Utilized	1
3. develop multimedia-rich English lessons using visuals, texts, and prompts.	3.2 6	0.75	Moderately Utilized	7
4. select authentic and level-appropriate materials suggested by platforms.	3.3 3	0.68	Moderately Utilized	3
5. integrate AI recommendations to organize learning sequences.	3.3 2	0.74	Moderately Utilized	4
6. customize daily lesson logs or modules through assisted templates.	3.2 2	0.71	Moderately Utilized	8.5
7. incorporate suggested real-world examples to make lessons more relevant.	3.2 8	0.73	Moderately Utilized	6

<i>As an English Teacher AI helps me...</i>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Verbal Interpretation</b>	<b>Ranking</b>
8. generate scaffolded activities with AI support to cater to varied learning styles.	3.30	0.67	Moderately Utilized	5
9. use lesson generators to develop creative writing and reading activities.	3.20	0.77	Moderately Utilized	10
10. improve lesson coherence and alignment with curriculum standards through analysis.	3.34	0.70	Moderately Utilized	2
<b>Overall Mean</b>	<b>3.29</b>	<b>0.72</b>	Moderately Utilized	

*Legend: 3.50-4.00 Highly Utilized, 2.50-3.49 Moderately Utilized, 1.50-2.49 Slightly Utilized, 1.00- 1.49 Least Utilized*

## 2.2 Interactive and Adaptive Learning Experiences

The table shows that the extent of utilization of artificial intelligence (AI) integration in terms of interactive and adaptive learning experiences obtained a weighted mean of 3.10, which was verbally interpreted as moderate. This indicates that AI is used to provide interactive activities and learning tasks that adjust to students' needs and abilities. This implies that AI helps create a more engaging and personalized learning environment for students. However, the moderate result suggests that the use of AI for fully adaptive and interactive instruction is still limited due to lack of resources and training.

### Assessment of the Extent of Utilization of AI Integration with respect to Interactive and Adaptive Experiences

<i>As an English Teacher AI helps me...</i>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Verbal Interpretation</b>	<b>Ranking</b>
1. conduct adaptive learning sessions that adjust task difficulty in real time.	3.31	0.69	Moderately Utilized	6
2. create gamified English activities that increase motivation and engagement.	3.42	0.66	Moderately Utilized	1
3. encourage collaboration that supports peer discussions.	3.36	0.82	Moderately Utilized	3
4. foster inclusive participation of students with different proficiency levels.	3.34	0.65	Moderately Utilized	4

<i>As an English Teacher AI helps me...</i>	Mea n	Standard Deviation	Verbal Interpretation	Rankin g
5. integrate simulations or role-play activities for communication practice.	3.2 0	0.81	Moderately Utilized	10
6. enhance student creativity and critical thinking through prompts.	3.2 6	0.75	Moderately Utilized	7.5
7. apply tools that personalize classroom tasks based on students' needs and abilities.	3.3 2	0.78	Moderately Utilized	5
8. sustain students' attention and interest through AI-based interactive media.	3.2 6	0.75	Moderately Utilized	7.5
9. promote self-paced learning experiences guided by AI systems.	3.2 3	0.82	Moderately Utilized	9
10. engage students in interactive English tasks such as role-plays and dialogues.	3.3 8	0.70	Moderately Utilized	2
<b>Overall Mean</b>	<b>3.3 1</b>	<b>0.74</b>	<b>Moderately Utilized</b>	

*Legend: 3.50-4:00 Highly Utilized, 2.50-3.49 Moderately Utilized, 1.50-2.49 Slightly Utilized, 1.00- 1.49 Least Utilized*

### 2.3 Assessment and Feedback Mechanisms

The table shows that the extent of utilization of artificial intelligence (AI) integration in terms of assessment and feedback mechanisms obtained a weighted mean of 3.22, which was verbally interpreted as moderate. This indicates that AI is utilized in giving immediate feedback, checking student outputs, and assisting in evaluation tasks. This implies that AI helps teachers provide faster and more efficient assessment of student performance. However, the moderate result suggests that AI is not yet fully relied upon in assessment practices, as teachers still prefer traditional evaluation methods.

#### Assessment of the Extent of Utilization of AI Integration with respect to Assessment and Feedback Mechanism

Assessment and Feedback Mechanism <i>As an English Teacher AI helps me...</i>	Mea n	Standard Deviation	Verbal Interpretation	Rankin g
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Assessment and Feedback Mechanism <i>As an English Teacher AI helps me...</i>	Mean	Standard Deviation	Verbal Interpretation	Ranking
1. generate quizzes and tests automatically aligned with lesson objectives.	3.3 9	0.65	Moderately Utilized	3
2. provide instant formative feedback on grammar, vocabulary, and writing.	3.4 2	0.79	Moderately Utilized	2
3. use analytics to monitor student progress and learning outcomes.	3.1 4	0.82	Moderately Utilized	8
4. detect common language errors and misconceptions through evaluation.	3.5 2	0.70	Highly Utilized	1
5. track student performance trends using AI dashboards and reports.	3.0 1	0.84	Moderately Utilized	10
6. provide individualized feedback that supports student reflection.	3.2 8	0.84	Moderately Utilized	4
7. compare current and previous performance for progress tracking.	3.0 6	0.91	Moderately Utilized	9
8. identify at-risk students early through data analysis.	3.2 0	0.81	Moderately Utilized	6.5
9. incorporate feedback to design targeted remediation activities.	3.2 0	0.84	Moderately Utilized	6.5
10. conduct oral or pronunciation assessments through speech evaluation tools.	3.2 4	0.82	Moderately Utilized	5
<b>Overall Mean</b>	3.2 5	0.82	Moderately Utilized	

*Legend: 3.50-4.00 Highly Utilized, 2.50-3.49 Moderately Utilized, 1.50-2.49 Slightly Utilized, 1.00- 1.49 Least Utilized*

### **3. Relationship Between the Assessments on the level of usefulness in and the extent of utilization of AI integration**

#### **Relationship Between the Assessments on the level of usefulness in terms of Enhancing Grammar and Vocabulary Acquisition and the extent of utilization of AI integration**

The table shows that the relationship between enhancing grammar and vocabulary acquisition and the extent of utilization of artificial intelligence (AI) integration obtained a

computed value which was interpreted as significant. This indicates that the usefulness of AI in improving grammar and vocabulary is related to how often AI is utilized in English instruction. This implies that increased use of AI tools contributes to better development of students' language accuracy and vocabulary. Furthermore, this suggests that when teachers frequently integrate AI in their teaching practices, students benefit more in terms of grammar and word usage. However, limited utilization may reduce its effectiveness in enhancing these skills.

Variable	r value	p value	Decision on H <sub>0</sub>	Interpretation
Lesson planning	0.720	<.001	Reject H <sub>0</sub>	There is a significant strong positive relationship
Interactive and adaptive learning experiences	0.771	<.001	Reject H <sub>0</sub>	There is a significant strong positive relationship
Assessment and feedback mechanisms	0.734	<.001	Reject H <sub>0</sub>	There is a significant strong positive relationship

*Coefficient of correlation (r): ±1.0 (Perfect relationship), ±.76 to .99 (Very Strong relationship), ±.51 to .75 (Strong relationship), ±.26-.50 (Moderate Relationship), ±.11 to .25 (Weak relationship), ±.01 to .10 (Very weak relationship), .00 (No relationship)*

### Relationship Between the Assessments on the level of usefulness in terms of Improving Reading Comprehension and the extent of utilization of AI integration

The table shows that the relationship between improving reading comprehension and the extent of utilization of artificial intelligence (AI) integration obtained a computed value which was interpreted as significant. This indicates that the usefulness of AI in enhancing reading comprehension is related to how often AI is used in instruction. This implies that greater utilization of AI tools leads to better student understanding of reading materials. Furthermore, this suggests that consistent use of AI in delivering reading activities improves students' engagement and comprehension. However, minimal use of AI may limit its impact on reading development.

Variable	r - value	p - value	Decision on H <sub>0</sub>	Conclusion
Lesson planning	0.842	<.001	Reject H <sub>0</sub>	Very Strong, Positive, Significant
Interactive and adaptive learning experiences	0.704	<.001	Reject H <sub>0</sub>	Strong, Positive, Significant

Assessment and feedback mechanisms	0.799	<.001	Reject H <sub>0</sub>	Very Strong, Positive, Significant
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*Coefficient of correlation (r): ±1.0 (Perfect relationship), ±.76 to .99 (Very Strong relationship), ±.51 to .75 (Strong relationship), ±.26-.50 (Moderate Relationship), ±.11 to .25 (Weak relationship), ±.01 to .10 (Very weak relationship), .00 (No relationship)*

### Relationship Between the Assessments on the level of usefulness in terms of Developing Writing skills and the extent of utilization of AI integration

The table shows that the relationship between developing writing skills and the extent of utilization of artificial intelligence (AI) integration obtained a computed value which was interpreted as significant. This indicates that the usefulness of AI in improving writing skills is associated with how frequently it is utilized in teaching. This implies that increased exposure to AI-assisted feedback and writing tools enhances students' ability to organize and express their ideas. Furthermore, this suggests that regular use of AI contributes to better writing performance among students. However, limited utilization may hinder the full development of writing skills.

Variable	r value	p value	Decision on H <sub>0</sub>	Conclusion
Lesson planning	0.846	<.001	Reject H <sub>0</sub>	There is a significant very strong positive relationship
Interactive and adaptive learning experiences	0.861	<.001	Reject H <sub>0</sub>	There is a significant very strong positive relationship
Assessment and feedback mechanisms	0.828	<.001	Reject H <sub>0</sub>	There is a significant very strong positive relationship

*Coefficient of correlation (r): ±1.0 (Perfect relationship), ±.76 to .99 (Very Strong relationship), ±.51 to .75 (Strong relationship), ±.26-.50 (Moderate Relationship), ±.11 to .25 (Weak relationship), ±.01 to .10 (Very weak relationship), .00 (No relationship)*

#### 4. Barriers encountered by teachers in integrating AI

The table shows that the barriers encountered by teachers in integrating artificial intelligence (AI) in English instruction obtained a weighted mean of 3.45, which was verbally interpreted as high. This indicates that teachers experience significant difficulties in the use of AI in the teaching-learning process. This implies that factors such as lack of training, limited access to technological resources, and ethical concerns greatly affect the effective implementation of AI in instruction. Furthermore, the high result suggests that these barriers are commonly experienced and may hinder the full utilization of AI in improving students' learning. Therefore, it is necessary to address these challenges through proper training, improved infrastructure, and clear guidelines for responsible AI use.

Barriers	Mean	Standard Deviation	Verbal Interpretation	Ranking
1. Limited training in AI integration	3.30	0.785	Agree	3
2. Insufficient teacher readiness or confidence in using AI effectively.	3.24	0.723	Agree	5
3. Limited internet access	3.20	0.907	Agree	7.5
4. Lack of devices for students	3.46	0.767	Agree	2
5. Time constraints	3.29	0.716	Agree	4
6. Lack of administrative support	2.96	0.893	Agree	10
7. Privacy and security concerns	3.20	0.684	Agree	7.5
8. Not having access to premium versions of AI tools	3.49	0.789	Agree	1
9. Difficulty in integrating AI activities within the existing curriculum requirements.	3.14	0.826	Agree	9
10. Mismatch between AI tools and learning preferences	3.22	0.781	Agree	6
<b>Overall Mean</b>	<b>3.26</b>	<b>0.78</b>	<b>Agree</b>	

### 5. Proposed Enhancement Activities

The AI Integration Enhancement Activities (AIIEA) was proposed, focusing on the following:

- Teacher training workshops to enhance teachers' skills in integrating AI in instruction
- Development of AI literacy modules to improve understanding of AI concepts and applications
- Establishment of policies for ethical AI use to address issues such as overdependence and academic dishonesty
- Digital infrastructure support for schools to ensure access to necessary technological resources

### Discussion



The findings of the study revealed that artificial intelligence (AI) integration in English instruction is moderately useful and moderately utilized by Junior High School teachers. In terms of usefulness, AI was found to support the development of grammar and vocabulary, reading comprehension, and writing skills. This suggests that AI serves as an effective supplementary tool in language learning by providing immediate feedback, adaptive materials, and assistance in writing tasks. However, the moderate level indicates that its potential is not fully maximized in classroom instruction.

In terms of utilization, the results showed that teachers moderately use AI in lesson planning, interactive and adaptive learning experiences, and assessment and feedback. This implies that while teachers are aware of AI tools and their functions, their application remains limited. This may be due to insufficient training, lack of familiarity, or limited access to technological resources, which affect their ability to fully integrate AI into their teaching practices.

Furthermore, the study revealed a significant relationship between the level of usefulness and the extent of utilization of AI integration. This indicates that the more frequently AI is used, the more useful it is perceived by teachers. This finding highlights the importance of exposure and consistent use of AI tools in enhancing both perception and effectiveness in instruction.

However, despite its benefits, the study also identified high levels of barriers in AI integration, including lack of training, limited access to resources, and ethical concerns. These challenges hinder the effective implementation of AI in the teaching-learning process. This suggests that without proper support, the integration of AI will remain limited even if its usefulness is recognized.

## **Conclusion**

Based on the findings of the study, it can be concluded that artificial intelligence (AI) integration in English instruction is moderately useful and moderately utilized by Junior High School teachers. AI contributes to the improvement of students' grammar and vocabulary, reading comprehension, and writing skills; however, its full potential is not yet maximized. The study also revealed a significant relationship between the level of usefulness and the extent of utilization of AI, indicating that increased use leads to greater perceived benefits. However, barriers such as lack of training, limited resources, and ethical concerns affect its effective implementation. Therefore, the proposed AI Integration Enhancement Activities (AII EA) is essential to support teachers in improving AI integration and enhancing student learning outcomes.

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