UNIVERSITY STUDENTS' PERCEPTIONS OF AI-BASED ADAPTIVE READING PLATFORMS IN ENGLISH EDUCATION CONTEXTS

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ABSTRACT

This study investigates English Education students' perceptions of using AI-based adaptive learning platforms to enhance reading comprehension. Guided by the Technology Acceptance Model (TAM), the research focuses on perceived usefulness, ease of use, and behavioral intention. Data collected through questionnaires from 52 students reveal positive perceptions toward the effectiveness and usability of AI-driven reading tools. Students appreciate the personalized feedback and adaptive features that support their reading skills development. While ease of integration with existing study routines requires improvement, overall satisfaction and willingness to continue using AI platforms are high. The findings suggest that AI-based adaptive learning can be a valuable addition to English language education, provided it is integrated thoughtfully with pedagogical practices. Future research should evaluate the impact on actual reading performance over time.

Keywords : *Adaptive Learning, Artificial Intelligence, Reading Comprehension, Technology Acceptance Model, English Education, Student Perception*

ABSTRAK

Penelitian ini mengkaji persepsi mahasiswa Pendidikan Bahasa Inggris terhadap penggunaan platform pembelajaran adaptif berbasis kecerdasan buatan (AI) untuk meningkatkan pemahaman membaca. Berdasarkan Technology Acceptance Model (TAM), penelitian ini memfokuskan pada persepsi kegunaan, kemudahan penggunaan, dan niat perilaku. Data yang dikumpulkan melalui kuesioner dari 52 mahasiswa menunjukkan persepsi positif terhadap efektivitas dan kemudahan penggunaan alat membaca berbasis AI. Mahasiswa menghargai umpan balik yang personal dan fitur adaptif yang mendukung pengembangan keterampilan membaca mereka. Meskipun integrasi dengan rutinitas belajar yang sudah ada perlu ditingkatkan, tingkat kepuasan dan keinginan untuk terus menggunakan platform AI tergolong tinggi. Temuan ini menunjukkan bahwa pembelajaran adaptif berbasis AI dapat menjadi tambahan yang berharga dalam pendidikan bahasa Inggris jika diintegrasikan secara tepat dengan praktik pedagogis. Penelitian selanjutnya disarankan untuk mengevaluasi dampak terhadap peningkatan performa membaca secara nyata.

Kata Kunci : *Pembelajaran Adaptif, Kecerdasan Buatan, Pemahaman Membaca, Technology Acceptance Model, Pendidikan Bahasa Inggris, Persepsi Mahasiswa*

INTRODUCTION

The integration of Artificial Intelligence (AI) into education has sparked transformative changes across various disciplines, including English as a Foreign Language (EFL) instruction. One of the most promising developments in this area is the use of AI-based adaptive learning platforms, particularly in enhancing students' reading comprehension skills. Traditional reading instruction often applies a one-size-fits-all model, which does not accommodate learners' individual needs. Adaptive systems, on the other hand, tailor content and feedback based on learners' progress and performance, creating a more personalized learning experience (Woolf, 2010).

Reading comprehension is a critical skill for university students, especially for those majoring in English Education programs. However, many students still struggle to comprehend academic texts due to challenges in vocabulary, syntactic structures, and lack of reading strategies (Grabe & Stoller, 2011). AI-based adaptive platforms offer dynamic and personalized reading tasks that adjust in complexity, aiming to support learners at their own pace and level (Kumar et al., 2019). These systems are designed not only to assess reading performance but also to provide real-time feedback and targeted recommendations.

Numerous studies have shown that adaptive learning systems can improve learners' motivation, engagement, and academic outcomes. For instance, Lin et al. (2020) found that students who used AI-enhanced reading tools reported greater interest and confidence in reading, partly due to the immediate feedback and progressive scaffolding offered by the system. This suggests that adaptive platforms address not only the cognitive but also the affective dimensions of language learning.

Despite the potential benefits, the success of AI-based learning tools largely depends on how students perceive and interact with the technology (Ilmi et al., 2024; Fatmawati, et al., 2024). Students' perceptions, including their perceived usefulness, ease of use, and satisfaction, play a significant role in determining their acceptance and continued use of such platforms (Davis, 1989; Teo, 2010; Sari, 2023; Wulantari et al., 2023). Understanding these perceptions is thus essential for educators and developers aiming to optimize the integration of AI tools in language education.

In the Indonesian higher education context, the adoption of AI technologies in language learning is still emerging. Some institutions have begun experimenting with platforms like ReadTheory, LingQ, Grammarly, or institution-specific AI reading systems, yet empirical studies investigating students' perceptions of these tools remain limited. A deeper exploration of these perceptions can reveal insights into how students engage with adaptive learning technologies and what improvements may be necessary for broader implementation.

A relevant theoretical framework to explore this phenomenon is the Technology Acceptance Model (TAM), developed by Davis (1989), which identifies *perceived usefulness* and *perceived ease of use* as key factors influencing technology adoption. This model has been widely used in educational technology research to assess students' attitudes toward digital platforms, including in EFL learning contexts (Teo, 2010; Alamer & Alrabai, 2020). Applying TAM in this research will help in systematically analyzing the determinants of students' acceptance of AI-based reading tools.

Furthermore, the study aligns with the principles of Computer-Assisted Language Learning (CALL), which emphasizes using technology to enhance language acquisition through interactive,

authentic, and individualized experiences. According to Chapelle (2001), an effective CALL environment must offer meaningful feedback, adaptivity, and learner control—all of which are central features of AI-driven adaptive platforms. Thus, students' experiences and perceptions can indicate the effectiveness of CALL systems grounded in AI technologies.

However, implementing AI-based reading platforms is not without challenges (Ningsih & Sari, 2021; Zulfikhar et al., 2024). Variability in students' digital literacy, access to technology, and readiness to embrace AI can create barriers. Ertmer and Ottenbreit-Leftwich (2010) emphasize that both internal factors (e.g., self-efficacy and belief in technology) and external support (e.g., institutional infrastructure) significantly influence learners' use of educational technologies. These factors must be accounted for in any analysis of student engagement with AI-based systems.

Given these considerations, it is timely and necessary to investigate how English Education students perceive the use of AI-based adaptive learning platforms for reading comprehension. By capturing students' attitudes, challenges, and suggestions, this research will provide valuable data to inform pedagogical strategies, technological design, and policy decisions in language education.

Ultimately, the study aims to contribute to the growing body of knowledge on technology-enhanced language learning while supporting the development of student-centered, AI-powered curricula in higher education. Understanding students' perceptions will not only enhance the instructional design of adaptive reading platforms but also ensure that technological innovations align with learners' needs and educational goals.

To conduct this research, there are three research questions are designed:

1. What are English education students' perceptions of AI-based adaptive reading platforms?
2. What are the perceived strengths and weaknesses of these platforms?
3. How do students perceive the impact of adaptive reading tools on their reading engagement and learning outcomes?

METHOD

This study employed a quantitative descriptive research design to investigate the perceptions of English Education students regarding the use of AI-based adaptive learning platforms for improving reading comprehension. The rationale for choosing this approach lies in its ability to systematically collect and analyze quantifiable data on students' attitudes, experiences, and opinions. A survey method was deemed most suitable for capturing a broad and reliable overview of students' perceptions within a limited timeframe.

The population of this research consisted of undergraduate students enrolled in the English Education program at STKIP Muhammadiyah Sungai Penuh. These students were selected because they are actively engaged in language learning activities, including reading, and are familiar with the use of digital learning platforms. The sample was drawn using purposive sampling to ensure participants had prior exposure to AI-based adaptive platforms such as ReadTheory, Quillionz, or similar digital tools. A total of 80 students from second to sixth semester participated in the study.

Data were collected using a structured questionnaire adapted from previous studies on educational technology adoption (e.g., Davis, 1989; Teo, 2010; Alamer & Alrabai, 2020). The questionnaire consisted of four sections: (1) demographic information, (2) perceived usefulness, (3) perceived ease of use, and (4) overall satisfaction and behavioral intention to use the platform.

Items were measured using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To ensure the validity of the instrument, the questionnaire was reviewed by two experts in educational technology and English language teaching. A pilot test involving 20 students was also conducted to measure the reliability of the instrument, and a Cronbach's alpha coefficient of 0.87 was obtained, indicating high internal consistency.

Before the data collection, participants were informed about the purpose of the study and assured of the confidentiality of their responses. Participation was voluntary, and students provided informed consent. The questionnaire was distributed both online and offline, depending on students' availability and preferences.

For data analysis, descriptive statistics including mean scores, standard deviations, frequencies, and percentages were used to summarize students' responses. These statistics were used to describe general trends in students' perceptions regarding the usefulness and ease of use of the AI-based adaptive learning platforms. In addition, cross-tabulations were conducted to examine differences in perception based on semester level or previous experience with technology.

Ethical considerations were carefully addressed throughout the research process. The study received permission from the Head of the English Education Program, and ethical approval was obtained from the university's research ethics committee. All participants were treated in accordance with the ethical standards of human subject research.

By employing a robust quantitative methodology, this study aimed to offer meaningful insights into how students perceive AI-based adaptive learning tools in the context of reading comprehension. The findings are expected to inform both pedagogical practices and future development of adaptive learning systems that align with learners' needs.

HASIL PENELITIAN DAN PEMBAHASAN

English Education students' perceptions of the usefulness of AI-based adaptive learning platforms for improving reading comprehension

The data show that a majority of students perceive AI-based adaptive platforms as useful for enhancing their reading comprehension. Table 1 displays students' responses to items related to Perceived Usefulness.

Table 1. Perceived Usefulness of AI-Based Adaptive Learning Platforms

Item	Statement	Mean	SD	% Agree (4+5)
PU1	The platform helps me understand reading texts better.	4.28	0.76	85%
PU2	It increases my reading motivation.	4.10	0.81	82%
PU3	It improves my reading speed and accuracy.	3.95	0.89	76%
PU4	It helps me identify my weaknesses in reading.	4.33	0.71	88%

Source: Analyzed, 2025

Table 1 summarizes students' responses to four items measuring the **perceived usefulness** of AI-based adaptive learning platforms. The first item (PU1), *"The platform helps me understand*

reading texts better," received a mean score of 4.28 with a standard deviation (SD) of 0.76, indicating a strong agreement among students. Approximately 85% of respondents agreed or strongly agreed with this statement, suggesting that students believe the adaptive platform significantly contributes to their comprehension of reading materials.

The second item (PU2), *"It increases my reading motivation,"* yielded a slightly lower but still positive mean score of 4.10 and an SD of 0.81. A total of 82% of students responded positively, which highlights the motivational impact of adaptive technologies. These platforms may encourage active engagement by offering personalized content and instant feedback, which makes the reading process more interactive and less monotonous.

In terms of cognitive skill development, item PU3, *"It improves my reading speed and accuracy,"* received a mean score of 3.95 and SD of 0.89. Although this is the lowest among the four items, it still reflects a generally favorable perception, with 76% of students expressing agreement. This suggests that while students recognize some improvement in reading speed and accuracy, it may not be as pronounced or consistent as other benefits.

The final item (PU4), *"It helps me identify my weaknesses in reading,"* was the highest-rated, with a mean score of 4.33 and a relatively low SD of 0.71, indicating strong consensus. Approximately 88% of students found this feature particularly valuable. Adaptive platforms that provide real-time feedback and diagnostic assessments are likely responsible for this perception, as they help students focus on specific areas that need improvement.

Overall, the average mean score across all four items was 4.16, indicating that students hold positive and supportive views regarding the usefulness of AI-based adaptive learning platforms. These findings imply that such platforms not only enhance comprehension but also promote motivation and self-awareness in reading skills—essential components for academic success in English language education.

Students Perceive the Ease of Use of AI-Based Adaptive Learning Platforms

Students' perceptions of ease of use were also measured through several statements. The findings are presented in Table 2.

Table 2. Perceived Ease of Use

Item	Statement	Mean	SD	% Agree (4+5)
PEU1	The platform is easy to navigate.	4.18	0.74	83%
PEU2	Instructions and tasks are clear.	4.00	0.88	78%
PEU3	I can use the platform without help.	3.90	0.96	73%
PEU4	It integrates well with my existing learning routines.	3.85	0.85	71%

Source: Analyzed, 2025

Table 2 presents data on four key items that assess the perceived ease of use of AI-based adaptive reading platforms among students in an English Education program. Overall, the responses suggest a generally favorable view, though slightly less enthusiastic than their perceptions of usefulness.

The first item (PEU1), *"The platform is easy to navigate,"* received a mean score of 4.18 with a standard deviation (SD) of 0.74. This was the highest among the ease-of-use indicators,

with 83% of students agreeing or strongly agreeing. This suggests that the platform's user interface is intuitive and user-friendly, allowing students to access lessons and tools without much difficulty.

The second item (PEU2), *"Instructions and tasks are clear,"* yielded a mean of 4.00 and an SD of 0.88, with 78% of students expressing agreement. This indicates that the majority of students find the guidance provided by the platform to be understandable. However, the higher SD suggests some variation in responses, possibly due to differences in students' technological familiarity or language proficiency.

The third item (PEU3), *"I can use the platform without help,"* had a slightly lower mean score of 3.90 and a higher SD of 0.96, with 73% agreement. These figures suggest that while many students feel independent in using the platform, a notable portion may still require occasional assistance—perhaps due to unfamiliar technical features or limited digital literacy.

The fourth item (PEU4), *"It integrates well with my existing learning routines,"* received the lowest mean score of 3.85 with an SD of 0.85. Only 71% of respondents agreed or strongly agreed, indicating a potential challenge in aligning the use of the platform with students' regular study habits or institutional learning systems. This may reflect the need for better integration of adaptive platforms into curriculum design and course scheduling.

Despite some moderate variation in individual responses, the overall average mean for perceived ease of use was 3.98, suggesting that students generally find AI-based adaptive learning tools accessible and not overly complex to use. However, compared to their higher ratings of usefulness, students seem to see more room for improvement in how these platforms align with their routines and learning independence.

These findings imply that while students are comfortable navigating and understanding the platforms, further training or support—both technical and pedagogical—may help increase their confidence and consistency in using such tools autonomously.

Students' Satisfaction and Behavioral Intention Toward Using AI-Based Adaptive Learning Platforms for Reading Comprehension

This section aimed to explore how satisfied students were and whether they intended to continue using the platforms. The results are shown in Table 3.

Table 3. Satisfaction and Behavioral Intention

Item	Statement	Mean	SD	% Agree (4+5)
SAT1	I am satisfied with the overall experience.	4.05	0.84	80%
SAT2	I would recommend this platform to other students.	3.98	0.86	77%
BI1	I intend to continue using AI-based reading tools.	4.15	0.72	84%
BI2	I am interested in exploring more AI reading apps.	4.20	0.69	86%

Source: analyzed, 2025

Table 3 summarizes students' responses to four statements focusing on overall satisfaction and future intention to use AI-based adaptive learning platforms. The results show generally

positive attitudes, with most students indicating satisfaction and a strong willingness to continue using such platforms.

The first item (SAT1), *"I am satisfied with the overall experience,"* received a mean score of 4.05 and a standard deviation (SD) of 0.84, with 80% of students agreeing or strongly agreeing. This indicates a high level of satisfaction, suggesting that students view the learning experience as beneficial, well-structured, and relevant to their needs.

The second item (SAT2), *"I would recommend this platform to other students,"* had a slightly lower mean score of 3.98 and an SD of 0.86, with 77% of students expressing agreement. This result indicates that while most students would advocate the use of the platform, some may still have reservations—possibly related to individual preferences or technological access issues.

The third item, related to behavioral intention, (BI1), *"I intend to continue using AI-based reading tools,"* received a mean score of 4.15 and an SD of 0.72. With 84% of students expressing agreement, this reflects a strong intent to continue engaging with AI tools for reading. It suggests that students not only enjoyed the platform but see long-term value in using it for future learning.

The fourth item (BI2), *"I am interested in exploring more AI reading apps,"* had the highest average among all items, with a mean score of 4.20 and an SD of 0.69. 86% of students agreed or strongly agreed, which reflects high curiosity and openness to adopting similar technologies beyond the one tested in this study. This is a promising indicator of tech-readiness among students in the context of English language education.

Overall, the average mean score across these four items was 4.09 for satisfaction and 4.18 for behavioral intention. This suggests that the integration of AI-based adaptive reading tools is not only well-received but also likely to be sustained in the future, provided that access and support are maintained.

These findings underscore that students' positive experiences and perceived effectiveness of AI tools translate into actual commitment and advocacy, both of which are crucial for the long-term adoption of educational technology in language programs.

Discussions

The findings of this study highlight a generally positive perception among English Education students toward the use of AI-based adaptive learning platforms for improving reading comprehension. This is consistent with prior research showing that adaptive technologies can significantly personalize the learning experience, enhance motivation, and improve language performance (Chou et al., 2020; Chen & Li, 2021; Sari & Ningsih, 2022; Franchisca, et al., 2024; Sari & Ningsih, 2023).

First, students' responses to perceived usefulness (Table 1) indicate that AI-based platforms are seen as effective tools in enhancing reading comprehension. The highest-rated item—*"It helps me identify my weaknesses in reading"*—demonstrates the platform's diagnostic capability, allowing learners to receive tailored feedback and track their progress. This aligns with findings by Khoshsima and Sayadi (2021) and Tarukallo et al (2024), who argued that personalized feedback and task adaptation in AI systems improve metacognitive awareness and reading strategies.

In terms of ease of use (Table 2), students also responded positively, although the scores were slightly lower than for usefulness. The ability to navigate the platform easily was appreciated,

but the lower score for integration with existing learning routines suggests that the success of AI platforms still depends on how well they are embedded into curricular and institutional frameworks. This is in line with Davis's (1989) Technology Acceptance Model, which emphasizes that both perceived ease of use and perceived usefulness influence users' intentions and behavior toward technology.

The third aspect—satisfaction and behavioral intention (Table 3)—offers a strong indicator of potential sustainability. A large percentage of students expressed interest in continuing to use AI-based reading tools and exploring more AI applications. This openness to technology echoes the findings by Godwin-Jones (2018), who emphasized that Generation Z learners are generally receptive to smart technologies and expect adaptive digital tools to support their education.

Moreover, the behavioral intention to continue using AI tools suggests that students are not only passive users but are becoming active participants in a technology-enhanced learning ecosystem. The high score in the item *"I am interested in exploring more AI reading apps"* supports the idea that learners are developing digital literacy and autonomy—key attributes for 21st-century learners (Anderson, 2020; Norliani, et al., 2024; Sari, 2021; Ningsih & Sari, 2024).

Despite the overall positive perception, some challenges remain. The relatively lower score in the statement *"It integrates well with my existing learning routines"* suggests a need for better curriculum alignment and instructor mediation. Educators must be trained to incorporate AI tools meaningfully into their pedagogical designs. Otherwise, even effective technologies may be underutilized or resisted (Zawacki-Richter et al., 2019).

Another consideration is that while students report high satisfaction and intent to use, the actual improvement in reading comprehension would need to be confirmed through a longitudinal study or performance-based assessment. Future research could include pre- and post-tests or control group comparisons to verify learning gains, as suggested by Shao et al. (2022).

In summary, the findings support the integration of AI-based adaptive reading tools into English language education, particularly in higher education settings. They also suggest that student perceptions—when positive—can act as a driving force for broader adoption and innovation in instructional practices. However, these technologies must be carefully implemented, guided by sound pedagogy, and supported by institutional policies that encourage experimentation and flexibility.

CONCLUSIONS

This study aimed to explore students' perceptions of using AI-based adaptive learning platforms to enhance reading comprehension in English Education. Grounded in the Technology Acceptance Model (TAM), the research focused on three main variables: perceived usefulness, ease of use, and behavioral intention/satisfaction. The results revealed that students generally perceived AI-based adaptive reading platforms as highly useful in helping them identify weaknesses, increase motivation, and receive personalized learning content. These perceptions support the integration of AI technologies as complementary tools in English reading instruction.

Moreover, students reported that the platform was relatively easy to use, although some noted challenges in integrating it into their regular study routines. This highlights the importance of aligning technology use with pedagogical and curricular goals to maximize its effectiveness. Students also expressed a strong sense of satisfaction with the platform and showed a clear

intention to continue using AI-based reading tools in the future. The data suggest that students are not only open to AI integration but are also eager to explore more tools that support autonomous and adaptive learning.

In conclusion, AI-based adaptive learning holds great promise in supporting personalized reading development in higher education, particularly for students in English language programs. However, to fully realize its potential, there must be ongoing support from instructors, curriculum designers, and institutions. Future research should include experimental or longitudinal designs to assess the impact of these tools on actual reading performance and engagement over time.

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