

COMBINING THE ENGLISH AND THE AI SKILL AS THE PANACEA FOR BEING EMPLOYABLE: THE CASE OF A STATE VOCATIONAL HIGH SCHOOL

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Abstract

Every year, Technocrat Foreign Language School (hereinafter referred to as STBA Technocrat Tangerang) conducts annual community service for the surrounding communities. In 2025, STBA Technocrat conducted the training at the same venue, namely The 4th Vocational High School in Tangerang. The community service was conducted in line with Law Number 12 of 2012 concerning Higher Education—the training aimed to provide students with higher-quality English instruction, thereby improving their employability skills. The training incorporated AI as one of the learning sources. The present study aimed to both report the results of the English training and to identify students' perceptions of their English training, their preferred future employment, and the incorporation of AI into their learning materials. The study was conducted after the training was completed. Forty students from different departments attended the training. The students who joined the training were active members of the English club. The study used a mixed-methods design to capture more data on students' perceptions of the other aforementioned important matters. The findings indicated that most students expressed positive perceptions of the training provided by the English college. They also indicated different preferences for their future jobs. Specifically, some jobs were identified as popular, such as office/factory work, hospitality, banking, and retail. Regarding incorporating AI, they perceived that it helped them improve their speaking skills. They also thought that, despite being a necessity, AI could not create a natural atmosphere for communication. In fact, both teachers and students are responsible for fostering such an occasion in which the students can speak more naturally and enjoyably.

Keywords: English, AI, Skill, Employability

INTRODUCTION

The function of English in employment has become mandatory for numerous multinational companies and global institutions (Ikhsan, V. A., & Panjaitan, 2025; Räisänen, T., & Kankaanranta, 2024). Although the dominance of English has been increasingly debated due to the emergence of other international languages (Takei, 2024; Wang, W., & Wei, 2016; Xia, Q., & Zhou, 2024), many scholars argue that English remains essential, particularly in supporting global companies to establish networks and maintain partnerships across diverse cultural and linguistic backgrounds (Agustina et al., 2024; Ismail, D.A.A., & Pek, 2023; Räisänen,

T., & Kankaanranta, 2024). On a broader scale, English proficiency has even been associated with national economic development and prosperity (Lin, 2018; Si et al., 2025).

Given its strategic importance, English has been incorporated as a compulsory subject across formal educational institutions in Indonesia, from elementary school to higher education (Emilia et al., 2025; Khasbani, 2019; Zein et al., 2020). Although this policy has been criticized for potentially marginalizing local languages (Coleman, 2016), the integration of English in national curricula reflects its crucial role in preparing students for global participation. In vocational

education, particularly, English plays a significant role in equipping students with communication skills tailored to specific industries such as finance, aviation, and hospitality (Hiranburana, 2017; Prachanant, 2012). As English serves as a medium of professional communication in various sectors (Räsänen, T., & Kankaanranta, 2024), students who aspire to enter these industries need targeted linguistic preparation aligned with workplace demands.

In recent years, technological advancement—particularly the emergence of Artificial Intelligence (AI)—has further transformed educational practices. AI has been recognized for its capacity to enhance teaching quality and facilitate independent as well as collaborative learning (Tan et al., 2025; Wang, 2025; Yusuf, 2024; Ekizer, 2025; Mohebbi, 2025). The incorporation of AI into language learning not only supports skill development but also promotes digital literacy, which is increasingly required in employment contexts. Therefore, integrating AI into English training may simultaneously develop students' language competence and their readiness to utilize AI tools for professional purposes, such as preparing curriculum vitae, application letters, and other employment-related documents.

Despite the growing body of research on English for employment and the increasing integration of AI in education, limited attention has been given to how vocational high school students perceive English training programs that integrate AI literacy within community service initiatives. Most previous studies focus either on the effectiveness of AI in language learning or on English as a tool for professional communication, yet few explore students' perceptions of such integrated training programs, particularly in vocational contexts. To address this gap, STBA Technocrat Tangerang conducted an English training program as part of its institutional mandate under Indonesian higher education regulations (Law Number 12 of 2012; Law Number 20 of 2003) at the fourth

vocational high school in Tangerang Regency. Unlike previous programs, this initiative involved college students as instructors and incorporated AI as a learning resource under the theme “Acquiring Employability Skills through English and AI Literacy.” The program was designed not only to enhance students' English competence but also to foster awareness of employment preparation in a technology-driven era.

Therefore, the present study aims to explore students' perceptions of the English training conducted through this community service program, particularly in relation to their views on English for future employment and the incorporation of AI in language learning.

RESEARCH METHOD

Design of the Study

The research method was a mixed-methods approach, allowing the researchers to gather more information from the varied data elicited during the study. Specifically, it is viewed as a research paradigm in which researchers simultaneously collect and analyze both quantitative and qualitative data within the same study, integrating the results to provide a more comprehensive interpretation (Hongling et al., 2025). Additionally, the use of different instruments enabled the researchers to identify a potential gap in the information provided by the participants (Vebrianto et al., 2020).

Instruments of the Study

There were two instruments adopted in the study, firstly questionnaire, and secondly semi-structured interviews.

Questionnaire

The questionnaire consisted of 22 items divided into three sections: (A) students' perceptions of the English training, (B) students' perceptions of future employment, and (C) students' perceptions of the incorporation of AI in English language training. The items were measured using a

five-point Likert scale ranging from strongly disagree to strongly agree. The full questionnaire is provided in Appendix.

Semi Structured Interviews

The researchers employed semi-structured interviews with participants as the second means to vary the data and to validate the information revealed during the previous data elicitation. Scholars perceived that a semi-structured interview is a means eliciting more elaborate verbal data from the participant (Wishkoski, 2020).

Participants of the Study

The participants in the present study were the students who were active members of the English at SMKN 04 Tangerang. The students were selected voluntarily and asked to attend the training on Wednesday. Forty students voluntarily registered for the English training. After the students signed their consent, the researchers reported the names to the headmaster for a training schedule proposal. After the training schedule was approved, the students were requested to

arrive at 15.00 to attend the training for several days.

Data Analysis

Data analysis was conducted in two steps: first, the questionnaire data were analyzed separately by the number of statements, and second, they were averaged and reported as percentages. Secondly, the interview responses were analyzed using thematic analysis. Theme analysis was commonly used to identify key codes in participants' utterances (Khusnir, 2025).

Data Collection Procedure

The data collection was conducted in several stages. First, the researchers implemented the community service program based on the schedule approved by the school principal. The training sessions were delivered by the researchers, who also acted as trainers, following a structured schedule.

The details of the training sessions, including the topics, objectives, and trainers involved, are presented in Table 1.

Table 1. The Schedule of the English Training

No	Date	Learning/Teaching Materials	Objective of Learning/Teaching	Trainers
1.	2/9/2025	Practicing English pronunciation with AI.	At the end of the session, the participants will be able to utilize AI in improving pronunciation, in terms of accuracy & fluency.	Theresia Mundi Astuti, M.Pd.
2.	9/9/202	Utilizing English and AI as the tools for being competitive applicants.	At the end of the session, the participants will be able to explain how AI impacts future jobs and practice using English to discuss employability skills.	Edy Supriyanto, SS.,M.Pd.
3.	16/9/2025	Creating English CV with AI	At the end of the session, the students are able to use AI tools to support his activity in creating an English CV using AI and all related technologies	Anggit Laesa Oktaviani, M.Pd
4.	23/9/2025	Being able to stand out in interview for prospective applicants.	At the end of the session, the participants will be able to stand out in job interview.	Mahyati, SS., MM.

5.	30/9/2025	Speaking naturally with AI.	At the end of the session, the participants will be able to speak naturally and confidently about a tourist destination.	Tb. Agus Udong Rapiudin, SS., M.Pd.
6.	7/10/2025	Utilizing AI for effective resume and cover letter.	At the end of the session, the participants will be able to make use AI Resume Builder for effective resume and cover letter.	Devian Try Gustary, M.Pd.
7.	14/10/2025	Maximizing technology in improving communication skill.	At the end of the session, the participants will be able to maximize technology in improving their communication skill.	Dr. Aam Alamsyah, M.Pd.
8.	21/10/2025	Improving communicative skill for employability.	At the end of the session, the participants are able to improve their communicative skill for the purposes of being employable (e.g., Interview session, Reporting, etc.)	Mutaat, SS., M.Pd. and Dr. Aam Alamsyah, M.Pd.

After the completion of the eight training sessions, the researchers, led by the head of the LPPM department, conducted the data collection to identify students' perceptions of the training and related aspects.

Subsequently, participants were contacted for interviews on the following day. The interviews were conducted selectively based on the need for data clarification and relevance. Due to the participants' schedules, the interviews were administered in written form via WhatsApp messages.

The questionnaire data were analyzed quantitatively using percentages, while the

interview data were analyzed thematically to identify key emerging themes. The interviews also served to validate the findings obtained from the questionnaire.

RESULT

The Students' Perceptions of the English Training

This section presents students' perceptions of the English training program, emphasizing its usefulness and the ways it has effectively contributed to the development of their reading, writing, listening, and speaking skills.

Table 2. Students' Perceptions of the English Training

No	Students' Perceptions toward the English Training	SD	D	D	A	SA
1.	The English training given to me is interesting and useful.	-	-	-	25 (62.5 %)	15 (37.5 %)
2.	The English students involved in the English training helps me speak more naturally.	-	-	-	31 (77.5 %)	9 (22.5%)
3.	The English training helps me learn English lesson at school.	-	-	15 (37.5 %)	15 (37.5 %)	10 (25 %)
4.	The English training given improves my speaking skill.	-	-	2 (50 %)	28 (70 %)	10 (25 %)
5.	The English training given improves my	-	-	19	12	9

writing skill.	(47.5%)	(30%)	(22.5%)
6. The English training given improves my reading skill.	- - 25 (62.5%)	13 (32.5%)	2 (50%)
7. The English training given improves my listening skill.	- - 21 (52.5%)	11 (27.5%)	8 (20%)

The findings indicate that students generally had positive perceptions of the English training program. A majority of students agreed (62.5%) and strongly agreed (37.5%) that the training was interesting and useful, suggesting a high level of engagement with the program.

Among the four language skills, speaking was perceived as the most significantly improved skill, with 70% of students agreeing and 25% strongly agreeing. This suggests that the training activities were particularly effective in promoting oral communication.

In contrast, improvements in writing, reading, and listening were perceived to be

less significant, as indicated by higher percentages of neutral responses in these areas. This may imply that the training placed greater emphasis on speaking activities compared to other language skills.

Overall, the findings suggest that while the training was well-received, its impact was more prominent in developing speaking skills than other language competencies.

The Students' Perceptions of the Future Employments

This section presents the students' preferences regarding their future employment after graduation, including their interest in various professional sectors.

Table 3. Students' Perceptions of Future Employment

No	Students' Perceptions on the Future Employments	SD	D	D	A	SA
1.	I hope I can work in the company or factory after graduation.	-	-	-	31 (77.5%)	9 (22.5%)
2.	I hope I can go to university after graduation.	-	-	7 (17.5%)	12 (30%)	21 (52.5%)
3.	I hope I can work in the hospitality industry after graduation.	-	-	6 (15%)	21 (52.5%)	13 (32.5%)
4.	I hope I can work in education field after graduation.	-	-	29 (72.5%)	11 (27.5%)	-
5.	I hope I can work in retail business after graduation.	-	-	6 (15%)	15 (37.5%)	19 (47.5%)
6.	I hope I can work in health services after graduation.	-	13 (32.5%)	27 (67.5%)	-	-
7.	I hope I can work in bank or other financial services after graduation.	-	-	4 (10%)	17 (42.5%)	19 (47.5%)

The findings reveal that students hold a variety of preferences when it comes to their future careers. Despite this diversity, a noticeable trend emerges, showing a stronger inclination toward specific employment sectors. This suggests that while individual

interests vary, certain fields attract more attention and aspiration among the students.

The most preferred option among the students was working in companies or factories, with 77.5% of students agreeing and 22.5% strongly agreeing, indicating

unanimous interest in this sector. This suggests that industrial or office-based employment remains the most attractive and accessible option for the participants.

In addition, a significant number of students expressed interest in pursuing higher education, with 52.5% strongly agreeing and 30% agreeing. This finding indicates that, despite the vocational nature of their education, many students still consider university education as a viable pathway after graduation.

The hospitality industry also emerged as a popular choice, with 52.5% agreement and 32.5% strong agreement. This may reflect students' interest in interactive and service-oriented professions that involve communication with diverse groups of people.

Meanwhile, careers in retail and financial services (e.g., banking) were also positively perceived, with relatively high percentages of agreement and strong agreement. These preferences may be

influenced by the students' academic backgrounds and vocational specializations.

In contrast, employment in the education and health sectors appeared to be less favored, as indicated by higher percentages of neutral and disagreement responses. This suggests that these fields may not align closely with the students' current interests or areas of study.

Overall, the findings highlight that while students show varied career aspirations, they tend to prioritize employment opportunities that are accessible, relevant to their vocational training, and aligned with their immediate post-graduation plans.

The Students' Perceptions of the Incorporation AI in the English Training

This section explores students' perceptions of using artificial intelligence (AI) in English language training, focusing on how AI supports their learning process and contributes to the improvement of their four skills.

Table 4. Students' Perceptions of the Incorporation of AI in English Training

No	Students' perceptions on the application of AI in English training	SD	D	D	A	SA
1.	I think the use of AI in English training is interesting and useful.	-	-	3 (7.5%)	21 (52.5%)	16 (40%)
2.	It helps me to understand the learning material easier.	-	-	6 (15%)	29 (72.5%)	5 (12.5%)
3.	It helps me to speak more actively and confidently.	-	-	3 (7.5%)	23 (57.5%)	14 (35%)
4.	It helps me to learn to read more attentively.	-	-	21 (52.5%)	17 (42.5%)	2 (5%)
5.	It helps me to learn to write more accurately.	-	-	19 (47.5%)	17 (42.5%)	4 (10%)
6.	It helps me to listen much easier.	-	-	15 (37.5%)	14 (35%)	11 (27.5%)
7.	It helps me to learn to communicate more naturally.	-	-	23 (57.5%)	15 (37.5%)	2 (5%)

The findings indicate that the majority of students held positive perceptions toward the incorporation of artificial intelligence (AI) in their English training. Most students agreed

(52.5%) and strongly agreed (40%) that the use of AI was both interesting and useful, demonstrating a high level of acceptance of AI-assisted learning.

In terms of the learning process, students perceived that AI significantly facilitated their understanding of the learning materials. This is reflected in 72.5% of students agreeing and 12.5% strongly agreeing that AI helped them comprehend the materials more easily. This suggests that AI serves as an effective supportive tool in enhancing students' learning experiences.

Regarding language skills, the findings reveal that speaking was the most positively impacted skill. A total of 57.5% of students agreed and 35% strongly agreed that AI helped them speak more actively and confidently. This indicates that AI-based activities may provide more opportunities for practice and reduce students' anxiety in using English.

Meanwhile, improvements in reading and writing skills were perceived to be more moderate. A considerable number of students selected neutral responses for these skills, suggesting that AI integration may not yet

optimally support reading and writing development compared to speaking.

In listening, students showed relatively balanced responses across agreement levels, indicating that AI provides some support, although not as strongly perceived as in speaking skills.

Overall, the findings suggest that AI plays a significant role in enhancing students' engagement and confidence, particularly in productive skills such as speaking. However, its impact on receptive skills such as reading and listening appears to be less pronounced, indicating potential areas for further development in AI-assisted language learning.

Themes Identified from Semi-Structured Interviews

This section presents the key themes identified from the semi-structured interviews conducted with selected participants. The themes were derived to support and enrich the quantitative findings from the questionnaire.

Table 5. Themes Identified from Semi-Structured Interviews

Students' Perceptions on English Training	Themes
<ul style="list-style-type: none"> - I think the training gives me different class situation. We usually focus on the learning material which is prepared for us to get national examination or working. The way the lecturers present the material make the lesson more relaxing and fun. - The teachers do not criticize the mistakes or errors we create but they focus on how we speak or respond them. 	<ul style="list-style-type: none"> - The English training given is more fun and relaxing allowing the students enjoy the learning process. - Focusing on the responses and not mistakes or errors created by the students.
Students' Perceptions on Future Employments	Themes
<ul style="list-style-type: none"> - We prefer to work in the company or factory because our houses are near these companies so we think it is much better to work near the houses. - I am studying in graphic design but I prefer to work in hotel or other hospitality industries as it allows me to meet people from many different countries. - I prefer to work in retail business as I am learning in retail department at the moment. - Since I am in accounting department, I prefer to work in the bank or other financial services. 	<ul style="list-style-type: none"> - Access to work is important to consider. - Working in hotel or hospitality industries is more fun as we can get along with people of different backgrounds. - Working in retail is relevant to the background of the students. - Working in the bank is relevant for an accounting department.

Students' Perceptions on the Incorporation of AI In English Training	Themes
<ul style="list-style-type: none"> - AI helps me to speak more because it is fun. - The learning process helps me to have game and other fun activities. - It helps me to create CV more interesting and accurate. - In my opinion, AI is useful to support our learning process, but certainly we must make our own learning situation that makes us speak or practice English. - I think AI is just media to help us learn and not the one that determines our learning success. - At our school, we have English club because we want to create a more supportive learning atmosphere for us to practice English. - Making a good place to learn English is our responsibility so not only the teacher. 	<ul style="list-style-type: none"> - AI helps the students to speak. - AI makes learning more fun. - AI helps the students to create more impressive CV or other documents important for finding jobs. - AI cannot create the natural or supportive learning atmosphere. - The students and teachers are responsible to create this situation.

The themes identified from the interviews support the quantitative findings. Students perceived the English training as more engaging and supportive compared to regular classroom instruction. In terms of future employment, students emphasized the importance of accessibility, personal interest, and relevance to their field of study.

Furthermore, students viewed AI as a helpful tool that enhances learning engagement and supports practical skills such as speaking and job preparation. However, they also acknowledged that AI cannot replace the role of teachers and the learning environment, highlighting the importance of active participation and collaboration in the learning process.

DISCUSSION
Communicative Competence Vs. Artificial Communicative Competence

Students perceived that the AI-integrated English training provided by the English campus significantly enhanced their speaking skills, particularly improving their fluency, pronunciation, and confidence during communication in both formal and informal learning situations. These findings align with studies suggesting that speaking is the skill

most influenced by AI (Ebadi et al., 2025; Noor & Zawawi, 2025). The interactive and immediate feedback features offered by AI tools likely contributed to this improvement, allowing students to practice more frequently and independently. While previous research also highlights AI's potential to support improvements across various language skills—leading to overall development (Ekizer, 2025; Fauziah et al., 2025; Sabili et al., 2024)—the present study found that most students identified speaking as the area with the most noticeable and meaningful impact.

Although the training program addressed multiple language skills, including writing, reading, and listening, participants consistently perceived speaking as the most improved area. This indicates a possible imbalance in how the benefits of AI are experienced across different skills. Therefore, further studies examining the application and effectiveness of AI in supporting all English language skills should be conducted to provide a more comprehensive understanding. In addition, students emphasized that the success of speaking activities was influenced by various factors, such as practice opportunities, interaction, and motivation, not solely dependent on the use of AI.

Picture 1. One of the Trainers is Presenting the Material



In other words, although students believed that AI could provide interesting themes and topics that allow them to practice speaking (Pratama & Hastuti, 2025), they also indicated that speaking requires more than just learning materials. Speaking naturally involves supportive situations that help students feel more relaxed and confident during practice. This finding aligns with studies emphasizing the importance of psychological factors as inseparable elements influencing students' natural speech (Monib & Hadi, 2025; Saragih et al., 2024).

In sum, despite recognizing the significant support of AI in enhancing their speaking abilities, most students also expect a more relaxing and motivating learning atmosphere to create more conducive speaking practice. A supportive environment can reduce anxiety and encourage active participation, which are essential for developing confidence in communication. Overall, these findings support scholars' arguments that multiple factors—such as teachers, teaching methods, learning materials, students, and the syllabus or curriculum—collectively influence a supportive learning process that enables students to communicate effectively and meaningfully (Aliabadi & Weisi, 2023; Bakhtiar & Suwandi, 2022; Merla, 2019).

The Variety of Future Employment, Needs Analysis and Skill Relevance

The findings also indicated the variety of the students' preferences in choosing their future career. For instance, while the majority of students tend to choose working in companies or factories, the rest indicated that many students wish to work in preferred industries, such as hospitality, banking, and retail. Scholars perceive that, given the increasing demand for employability in the future, administrators should continuously identify the need to analyze students. Needs analysis plays an essential role as a basis and initial point for identifying learners' needs, designing the curriculum, and other relevant aspects (Sari et al., 2020). In relation to future employment, a needs analysis is essential because it helps guide school management in designing a syllabus relevant to employment prospects (Saputro & Savitri, 2025). The need to tailor the syllabus or curriculum to students' needs and employment demand has been highlighted by certain scholars. In simple terms, Mackay (as cited in Prachanant, 2012) explains that the two main aspects to be analyzed are the academic needs students must address in the school context and the English skills they will need to perform in a future employment. Further training should consider the above aspects, particularly if the

training or teaching activities will be conducted over a relatively long period.

Promoting Responses While Encouraging Utterance

One of the important themes elicited from the written text, indicated that the students were more eager to speak as the teachers in the English training tend to focus more on the encouragement of responses rather than correcting errors. While correcting errors that might occur frequently is necessary to avoid being fossilized (Aryati et al., 2023; Brown, 2007), encouraging the students to produce more utterances is proven helpful to encourage students to speak. Some studies suggest that culturally Asian EFL students tend to be quieter when learning compared with other countries (Wan, 2021; Xuan et al., 2024). Encouraging students to speak will definitely be more important as it can improve their confidence while at the same time, improve their speaking skill gradually. Hitherto, scholars admitted that learning to speak is more challenging than other skills as the students should directly respond their communication with their peers (Amiruddin et al., 2022; Malik et al., 2025). With regard to corrective feedback, scholar offer some aspects to do in order to help improve the students' oral performance while at the same time preventing the students from losing their morale to speak. For instance, the teachers should know how much Oral Corrective Feedback can affect the students' anxiety, particularly when they perform independent speaking practices (Ruswandi et al., 2025). In sum, scholars confirm that language teaching/learning process should not only provide information regarding the rule of the language but also the way to help the learners to enjoy their way to communicate with the new language.

CONCLUSION

Inevitably, English teaching remains necessary in all school contexts. However, due to the variety of schools and their

distinctive curricula, it is essential to meticulously revisit the school/department learning objectives. The need to thoroughly investigate the career aspirations voiced by students is also imperative as it constitutes important insight into how the school curriculum should cater to students' needs after graduation. It is indeed inconceivable to cater to the entire student's demands regarding their career aspirations, however, diversifying based on the department will be sensible as these departments are commonly differentiated to provide specialties for their graduates. In other words, given the differences in majors or departments, there should be differences in their relevance and potential future employments. All relevant stakeholders should begin to assess the potential demands and opportunities for students' future employment after graduation. Catering to and preparing students' relevant skills prior to their graduation and employment will be highly beneficial, as they will not only have the ability to assume their jobs reasonably well but also have a greater chance to compete with those graduating from different schools and survive in potential economic turbulence. Regarding the training, the presently conducted training was considered more successful in terms of the number of students participating in the training and the involvement of the students during the training.

SUGGESTION

The present study aimed to describe students' perceptions of the training conducted at their school, in line with the community service program held annually by Tangerang Technocrat Foreign Language School (hereinafter, abbreviated as STBA Technocrat Tangerang). Despite highlighting some important findings, such as the diversity of students' future career aspirations and the potential need for English in their future employment, as well as the benefits of incorporating AI into English learning and teaching programs, this research has several

limitations. Firstly, since it focuses on an internally conducted community development program; thus focusing only on the previously conducted English training while disregarding other previously relevant studies. Furthermore, the questionnaire data analysis was not quantitatively analyzed. In fact, it used only the average and percentages. Lastly, since the present study only focuses on the improvement of the community service offered to the English learners who are specifically learning at a vocational high school, the present study does not focus on other participants (e.g., high school students); thus, it reports only the participants who might have more specific English learning backgrounds. Further studies should consider the above facts, along with the application of more appropriate quantitative analysis if a mixed-methods approach is to be used.

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Appendix Questionnaire

No	STATEMENTS	OPTIONS				
		SD	D	D	A	SA
A	Students' perceptions of the English training					
1.	The English training given to me is interesting and useful.					
2.	The English training incorporating the English students allow me to speak more naturally.					
3.	The English training helps me learn English lesson at school.					
4.	The English training given improves my speaking skill.					
5.	The English training given improves my writing skill.					
6.	The English training given improves my reading skill.					
7.	The English training given improves my listening skill.					
B	Students' perceptions of the future employments					
1.	I hope I can work in the company or factory after graduation.					
2.	I hope I can go to university after graduation.					
3.	I hope I can work in the hospitality industry after graduation.					
4.	I hope I can work in education field after graduation.					
5.	I hope I can work in retail business after graduation.					
6.	I hope I can work in health services after graduation.					
7.	I hope I can work in bank or other financial services after graduation.					
C	Students' perceptions of the incorporation of AI in English language training					
1.	I think the use of AI in English training is interesting and useful.					
2.	It helps me to understand the learning material easier.					
3.	It helps me to speak more actively and confidently.					
4.	It helps me to learn to read more attentively.					
5.	It helps me to learn to write more accurately.					
6.	It helps me to listen much easier.					
7.	It helps me to learn to communicate more naturally.					
8.	It helps me to be more prepared to seek employment					