

Leveraging Artificial Intelligence to Improve English Speaking Skill Among Students: A Comprehensive Study

by Cahyo Hasanudin

Submission date: 25-Jan-2024 08:33AM (UTC+0700)

Submission ID: 2277847170

File name: 3941-9380-1-PB.pdf (303.41K)

Word count: 2281

Character count: 13293



Leveraging Artificial Intelligence to Improve English Speaking Skill Among Students: A Comprehensive Study

Boedy Irhadtanto^{1*}, Eddy Sutadji²

^{1*},²Fakultas Pasca Sarjana, Universitas Negeri Malang

¹boedyirh@ikipgribojonegoro.ac.id; ²eddy.sutadji.ft@um.ac.id

*Corresponding Author

Keywords

Artificial Intelligence,
Comprehensive Study,
English Speaking Skill

Abstract

This journal investigates the linguistic challenges faced by students despite years of English language education, spanning three years in junior high school, three years in senior high school, and over four years in tertiary education. While students demonstrate comprehension skills in English listening, they encounter difficulties in verbal expression. This research employs a literature review methodology to explore the underlying factors contributing to this issue and proposes effective strategies, including the integration of Artificial Intelligence (AI), to augment English speaking proficiency.

This is an open-access article under the CC-BY-SA license.



Introduction

Many college students demonstrate solid comprehension of English when listening, but paradoxically, they face serious challenge in developing their speaking skills. This problem continues, even after undergoing the English language education process for 3 years in junior high school, 3 years in high school, and more than 4 years in college.

To understand the root of this problem, we need to look deeper at the learning approaches implemented in previous schools. What is the dominant teaching method? Is there a special focus on passive aspects, such as listening and reading, while active aspects, such as speaking, receive less attention? There may be a tendency where students focus more on understanding concepts rather than practical applications in speaking (Sundari, 2018). There are many cases that occur in schools where student motivation in learning decreases

when the learning methods implemented in class do not involve students in the process (Ayu et al., 2021). Active learning generally refers to learning activities that involve students doing various things and thinking about what they are doing (student centered) (Baedowi, 2012).

In addition, it is also necessary to consider how the learning environment in the schools can contribute to students' difficulties in speaking English. Are there any psychological or social barriers that might arise in that environment, such as fear of judgment or lack of opportunities to practice speaking actively?

This deepened introduction aims to detail the previous learning context which can provide a deeper understanding of the root of the problems faced by students in developing their English-speaking skills. With this understanding, it is hoped that we can identify more appropriate and targeted solutions to overcome the challenges.

Method

This research adopts a literature study approach as a basis for analyzing the factors that influence students' English-speaking abilities. The choice of this method was motivated by the desire to detail the influence of the student learning environment, the learning methods applied, interactions in study groups (student circles), as well as teaching methods that had been applied by previous teachers.

First, the research focus will be on the student learning environment. In this context, we will explore elements that can influence the development of speaking skills, such as the classroom atmosphere, available learning resources, and interactions between students.

Then, the research will detail the methods used by students in the learning process. Is there a tendency to use certain learning methods that favor passive comprehension over active application, especially in English speaking context?

Next, the student circle will be explored as a form of social interaction that might influence students' courage to speak up. Do the dynamics in this study group support or even hinder the development of their speaking skills?

Finally, looking at the teaching methods that have been applied by previous teachers is the focus of the research. What is their teaching style, does it prioritize passive rather than active learning, and to what extent does this approach affect students' speaking abilities?

By detailing the findings from previous research, it is hoped that we can understand in more depth the roots of the problems faced by students in developing English speaking skill. This approach also provides a basis for seeking more contextual solutions, including exploring the use of artificial intelligence (AI) as a tool to overcome identified obstacles.

The Role of AI in Increasing Proficiency:

In exploring the role of artificial intelligence (AI) to improve speaking skill, this research includes several innovative strategies that can support students' development in the aspect of English speaking.

a. Utilization of Voice Recognition Technology: At this level, AI can be used to provide instant feedback on a student's pronunciation and intonation. Speech recognition technology can quickly identify areas of improvement, giving students the opportunity to improve clarity and accuracy in speaking. This helps create a responsive learning environment and provides specific focus on aspects of the voice that need improvement.

b. Use of Chatbot or Virtual Assistant: AI can also be utilized through AI-based chatbot or AI-based virtual assistant. Students can interact with these virtual entities to practice speaking in everyday situations. These chatbot can respond in ways like real social interactions, giving students the opportunity to speak and respond in contexts that are relevant to everyday life. This creates unlimited practice opportunities that can be accessed at any time.

Selection of Relevant Words or Vocabulary: In choosing the words or vocabulary used, it is important to ensure that they are relevant to the students' needs and interests. Using vocabulary appropriate to topics or situations that students enjoy can increase their engagement and spark greater interest in speaking English. This is in line with the concept that students are more likely to actively learn if the material taught suits their interests and needs.

Selection of Topics Liked by Students: Linking learning to topics of interest to students is also an effective strategy. This not only increases student motivation, but also creates a more positive learning environment. By talking about topics they like, students can feel more comfortable and motivated to develop their speaking skills.

Positive Feedback to Students: It is important to provide positive feedback to students during the learning process. This can be done through AI by providing constructive praise or recommendations for improvement. Positive feedback can increase students' motivation to continue practicing and developing their speaking skills. By exploring the role of AI through this approach, it is hoped that learning to speak English can become more dynamic, adaptive, and motivating for students.

Results and Discussion

a. Focus on Passive Learning: Many students in this study have accustomed themselves to focusing more on passive learning compared to active learning. This condition arises because passive learning is considered safer without risk and without active demands, where the student's responsibility is only passive. This phenomenon highlights the need for a paradigm shift in teaching methods to promote more proactive learning.

b. Fear of Saying the Wrong Word: The fear of making mistakes is the main obstacle in students' speaking abilities. This fear can prevent students from actively speaking and honing their English skills. Supportive strategies, such as creating an environment that accepts mistakes as part of learning, can help overcome these obstacles.

c. Lack of Self-Confidence and Fear of Criticism: Lack of self-confidence and fear of criticism are key factors that make it difficult for students to speak. Developing self-confidence through

a positive approach and providing constructive feedback can help ease these concerns and open the door to further development.

d. Influence of a Less Supportive Circle: A less supportive learning circle or environment, especially one characterized by negative feedback, can create discomfort and lower student enthusiasm. Creating a positive and proactive environment by providing motivating feedback can help overcome the negative impacts of a less conducive learning environment.

e. Passive Circle and Lack of Ambition to Grow: The existence of a passive circle causes students to feel comfortable with the status quo and have no ambition to develop further. This creates a significant challenge in creating an intrinsic drive to improve speaking ability. Strategies need to be implemented that stimulate students' ambition and motivation to continue to develop.

f. Vocabulary Limitation due to Passive Habit: The impact of passive habit is also reflected in students' limited vocabulary. The lack of active participation in speaking causes students to have limitation in the use of vocabulary that they can apply. Therefore, it is necessary to take steps that stimulate vocabulary development through active learning.

g. Focus on Accent as a Priority: The existence of students' focus on certain accents, such as British or American English, indicates a preference that is more focused on aesthetic aspects rather than the essence of communication. This creates its own challenges because students may prioritize appearing "cool" over developing substantial communication skills. Through a deeper understanding of these results, a holistic approach needs to be adopted to overcome any barriers and support overall development in students' speaking abilities. Strategies that are proactive, positive and provide supportive responses are the key to dealing with these obstacles.

Solution

a. Topic Based Learning: Adopting a topic-based learning approach is key to increasing the clarity and focus of student learning. By focusing on specific topics, students can develop a deeper and more concentrated understanding of the specific aspects of the English language that they want to improve.

b. Writing Before Speaking: Practicing writing before speaking can help strengthen students' comprehension and speaking skill. These activities help students formulate their ideas better, improve sentence structure, and expand vocabulary, all of which can enrich their speaking abilities.

c. Memorizing Common Phrases: Memorizing common phrases can be an effective strategy to make verbal expression easier. By mastering common phrases, students can respond quickly and efficiently in a variety of conversational situations, increasing fluency and clarity in speaking.

d. Increasing Vocabulary Through Contextual Learning: Increasing vocabulary through contextual learning gives students a deeper understanding of the use of words in real situations. This helps students not only remember words, but also understand the context in which they are used, improving their communication skills.

e. Practicing Self-Talk: Practicing self-talk is an important step to increase students' self-confidence. By speaking on their own, students can overcome the fear of mistakes, hone their pronunciation, and improve their speaking skills independently.

f. Looking for a Talking Partner or Discussion Group: Finding a conversation partner or joining a discussion group gives students the opportunity to practice together and get feedback from others. The social interaction creates an environment that supports growth, motivates students to continue practicing, and provides positive support (Juli Dasmana & Yuhardi, 2020).

g. Listening to Favorite English Music: Listening to your favorite English music can improve your understanding of intonation and pronunciation. Music can be a fun and holistic way to stimulate hearing and increase sensitivity to sounds in English (Garryn C. Ranuntu, 2018).

h. Gathering with Partners or Circles of the Same Vision: Gathering or looking for circles or partners who have the same vision for development can speed up the learning process. This environment can provide positive mutual support, motivate each other, and create a collective drive to grow and develop in speaking English (Juli Dasmana & Yuhardi, 2020).

By implementing these solutions, it is hoped that students can make more significant progress in overcoming the obstacles identified previously. This holistic approach can also ensure continued and effective development of speaking skills.

Conclusion

From the results of this research, it can be concluded that overcoming difficulties in speaking English requires a comprehensive and integrated approach, with the use of artificial intelligence (AI) technology as one potential solution. This research has identified several key challenges, such as a focus on passive learning, fear of saying the wrong thing, lack of self-confidence, and the influence of less supportive learning circles. By combining appropriate learning methods and forming a conducive learning circle, students have a greater opportunity to overcome these obstacles. The importance of creating a supportive environment and providing positive feedback has been revealed as the key to improving students' speaking abilities.

The integration of artificial intelligence (AI) technology offers innovative solutions by providing real-time feedback and practice opportunities in everyday situations. The use of this technology can help students overcome their fear of making mistakes, strengthen their self-confidence, and expand their vocabulary. Emphasis on the importance of choosing learning methods and joining supportive learning circles creates an environment that motivates students to develop. In this way, students can reach their full potential in speaking English without fear and with greater self-confidence. Through this holistic approach, it is hoped that learning English will not only be a task, but also an experience that builds and enriches students' communicative proficiency.

References

- Ayu, M., Sari, F. M., & Muhaqiqin, M. (2021). Pelatihan Guru Dalam Penggunaan Website Grammar Sebagai Media Pembelajaran Selama PANDEMI. *Al-Mu'awanah: Jurnal Pengabdian kepada Masyarakat*, 2(1), 49-55.
- Garryn C. Ranuntu, G. J. T. (2018). Peran lagu dalam pengajaran bahasa inggris tingkat dasar. *Jurnal LPPM Bidang EkoSosBudKum*, 4(1), 99-110.
- Juli Dasmana, A., & Yuhardi, Y. (2020). The effect of patner share strategy to students' speaking ability at senior high school 2 Kota Baru Solok. *RIELT Journal*, 6, 361-368.
- Sundari, W. (2018). The Difficulties of Learning English for the Beginner English Learners. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies*, 2(1), 34-41. <https://doi.org/10.14710/culturalistics.v2i1.2050>.

Leveraging Artificial Intelligence to Improve English Speaking Skill Among Students: A Comprehensive Study

ORIGINALITY REPORT

5%

SIMILARITY INDEX

4%

INTERNET SOURCES

3%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1

ojs.wiserpub.com

Internet Source

2%

2

Submitted to Old Dominion University

Student Paper

1%

3

repository.iaknambon.ac.id

Internet Source

1%

4

thesis.univ-biskra.dz

Internet Source

1%

5

e-journal.staima-alhikam.ac.id

Internet Source

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography On

Leveraging Artificial Intelligence to Improve English Speaking Skill Among Students: A Comprehensive Study

GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

/0

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6
