THE USE OF PRAKTIKA AI LANGUAGE LEARNING APP TO IMPROVE THE FIRST STUDENTS' SPEAKING SKILLS AT ENGLISH EDUCATION STUDY PROGRAM OF TOMAKAKA UNIVERSITY OF MAMUJU

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ABSTRACT

The objective of the research was to find out whether Praktika AI language learning app could improve the first semester students' speaking skills for English study program at University of Tomakaka or not. In conducting this research, the researcher has collected the data using quantitave methods and using one group pretest-posttest. The data was collected through assesment sheet for speaking skill. The researcher used total sampling in determining the research sample. There were students consisted of 18 students to acquire the data needed. The data were analyzed by using SPSS 22.0 that consist of Paired sample-T test, test of normality and frequency. The researcher concludes that Praktika AI significantly improves students' Speaking skills. This is shown by the higher post-test mean score (57.50) compared to the pretest (53.06), a significant test result (sig. 0.000 < 0.05), and a t-test score (11.662) greater than the t-table value (1.740). Thus, the alternative hypothesis (Ha) was rejected and null hypothesis (H0) was accepted. In conclusion that Praktika AI can improve students' speaking skills at english department study program of tomakaka university of mamuju.

Keywords: speaking, praktika, AI

1. Introduction

Speaking is one of the components of a language. According to Sayyora (2021) today's world requires that the goal of teaching speaking should be to improve students' communicative skills, because, only in that way students could express themselves and learned how to follow appropriate social and cultural rules in every communicative situation. Therefore, speaking is very important to compose words and sentences and speaking skills also include communicative competence. Speaking is the productive oral skill, which is producing utterance or speech from speaker to listener (Kusumawardani and Mardiyani, 2018).

According to Sadriddinovna (2019) It is impossible to explore or learn the types of speech activities without having an excellent vocabulary with which to talk.. Acoording to Thành (2023) Sentence structure served as the basis of communication in English. Mastery of sentence structure enabled students to construct grammatically correct and meaningful sentences, facilitated effective communication and comprehension by native English speakers. Therefore, learned the basics of speaking such as vocabulary, structure, or grammar would make it easier for someone to process words or sentences when they wanted to speak English verbal or nonverbal, where spoken or created sentences were structured according to the rules of the language and could be better understood by native speakers of English. While Quines (2023) At the university level, students' high grammatical competence is very beneficial to them as it gave a positive impression during reading or speaking tests. Therefore, speaking is the foundation that all of Students must understand if they wanted to improve their oral communication, because learning the basics of English and paid attention to speaking skills has a big part of communicating English.

Yet students at Tomakaka Mamuju University still needed to learn and pay attention about their speaking, because their ability to express themselves orally is still lacking. This is evident in one of the English Activity programs in the English study program, where I was one of the teachers in the English Actifity program. Limited opportunities to speak in real-life situations could reduce students' speaking abilities such as a lack of vocabulary so that students often struggled to find the right words to express their ideas, and students felt hesitant when speaking to others in English, which hindered their ability to communicate well.

In the modern era, students were used various applications to improve their English skills. The use of digital technology and the internet changed how language education worked. It gave learners many tools to get better at languages (Huda et all, 2023). One application that is often used in the current era is to use AI. Artificial intelligence (AI) technology had a long history and continues to change and develop (Limna et al., 2022). Among the most widely used AI techniques were search engine optimization, Adwords, and Google Analytics. (Bag et al., 2022). As artificial intelligence (AI) technology develops, new, useful, efficient, and flexible types continue to emerge. One of the Artificial intelligence (AI) is AI to practice speaking.

Currently, one of the AI is Praktika AI Language Learning App. This AI is designed to make it easier for someone to practice English without having to deal with humans, the interlocutor in this AI is an animation that had various topic options, and then the AI would respond according to the topic. This AI could also overcome students who don't have confidence and lacked of vocabulary to practice English, with this AI students could improve their speaking skills well without to be afraid of being wrong and shy to speak directly with people around them.

In a research related for the use of artificial intelligence (AI) in language learning, it was found that artificial intelligence (AI) technologies were recommended as effective tools in foreign language education for their flexibility, interactivity, and learner-centeredness, enhancing students' oral communication. (Duong and Suppasetseree, 2024). However, another fact was also found in another research that reported teaching practices using AI-supported training to enhance English language learners' speaking awareness in instructional contexts. (Yang and Li, 2024). This gap interested the researcher to learn more about the use of artificial intelligence (AI) in language learning with different AI tools and focus on improving students' confidence and vocabulary in speaking skills.

2. Research Method

This research did not use control variables and the sample was not randomly selected. The results of the pre-test and post-test were compared to determine the results of the treatment. The pre-test and post-test used verbal communication to measure the speaking skills of students at Tomakaka Mamuju University. Pre-test, treatment and post-test, which were formulated below:

$O_1 \rightarrow X \rightarrow O_2$

Figure 3.1. Pre-test – Pos-test Design

Where:

1. O_1 : Pre-test
2. X : Treatment
3. O_2 : Post-test

The instrument of the research included observation checklist and speaking test. The researcher gave a speaking test to the students to determine the students' speaking ability and English proficiency at the

time of pre-test and post-test. To help the assessment accurately, the researcher used a cell phone recorder to measure the students' speaking pre-test, treatment and post-test process related to performance, skills and all aspects of speaking assessment (Vocabulary). The researcher also recorded each student's conversation using Prkatika AI.

The research used quantitative data analysis. quantitative data as main data. Quantitative analysis, the data analysis technique of this research, the data was collected through the Speaking Test, the data was analyzed through quantitative analysis. To get these results, researcher used a computer program, namely IBM SPSS Statistics 20. The next step is the stage of drawing conclusions based on the findings and verifying the data. As explained above, the initial conclusions put forward are still temporary and changed if strong evidence is found to support the next stage of data collection. This process of obtaining evidence is known as data verification. If the conclusions put forward at the initial stage are supported by strong evidence in the sense that they were consistent with the conditions found when the researcher returned to the field, the conclusions obtained are credible conclusions.

3. Research Results and Discussion

Data for this research were collected during the pre-test, treatment, and post-test phases over a two-month period. Then, during five 90-minute meetings in January and February, the researcher conducted the experimental research. The researcher chose English education students at Tomakaka University from the 2024 batch. the experimental class was English language education class on 1st semester, with a total of 18 students. When the researcher gave the pre-test, the students had little english speaking proficiency; however, after using Praktika AI, the students' english speaking proficiency improved.

Table 1. Comparison of Frequency, Percentage, Mean Score and Standard Deviation

No	Category	Score	Pre-test		Post-test	
			frecuency	Percentage	frecuency	Percentage
1	Excelent	81-89	-	-	-	-
2	Very Good	71-80	3	17 %	3	17 %
3	Good	61-70	-	-	2	11 %
4	Fair	51-60	4	22 %	5	28 %
5	Moderate	41-50	8	44 %	8	44 %
6	Poor	0-40	3	17 %	-	-
Total Score			18	100 %	18	100 %
Mean Score			53,06		57,50	
Std.Deviation			11,775		12,157	

Before the researcher gave treatment used Praktika AI, researcher gave pre-test. In the pre-test, students were given a topic, then the students came to the front of the class to speak and express their opinions based on the topic that had been determined. After the researcher gave treatment used Praktika AI, researcher gave post-test. During learning in treatment, the students' speaking

improved. The tabel above is the students' pre-test and post-test result after treatment.

The figure below shows the result of data analysis on the pre-test and post-test, on a sample of 18 students:

Figure 4.1 Comparison of Pre-test and Post-test Scores

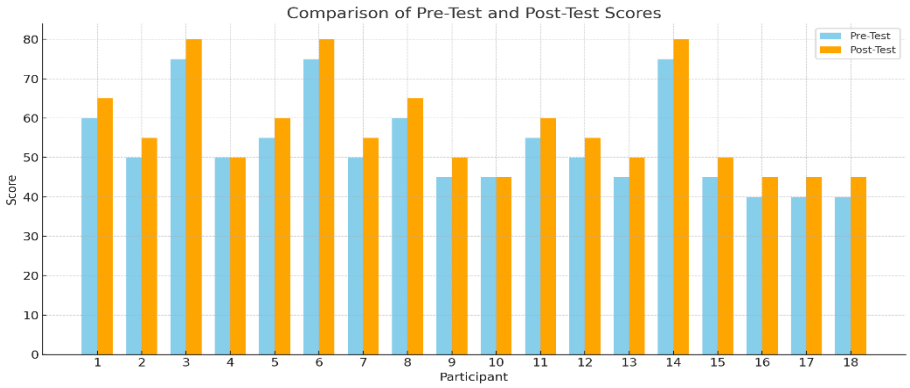


Table 2.

T-Test Value of Pre-test and Post-Test

Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - Posttest	-4,444	1,617	,381	-5,249	-3,640	-11,662	17	,000

The result of T-Test above is shown the sig. (2-tailed) is ,000 which is smaller than 0,05 (.000<0,05), it means that Null Hypothesis (HO) is rejected and Alternative Hypothesis (H1) is accepted.

4. Conclusion

Based on the results of the pre-test and post-test data analysis, it can be concluded that the use of the Artificial Intelligence (AI)-based Practical Language Learning Application significantly improves the speaking skills of students in the English Education Study Program in 2024 at Tomakaka Mamuju University. Theimprovement in average post-test scores, reduction in standard deviation, and results of the T-test, which indicate that the calculated T-value is greater than the table T-value, support the acceptance of the alternative hypothesis (H1) and rejection of the null hypothesis (HO). Thus, AI Praktika has proven effective as a learning tool in enhancing students' speaking skills, particularly in terms of pronunciation, vocabulary, and fluency in English.

The use of AI Praktika has been proven effective in helping improve students' speaking skills. However, the use of AI alone is not sufficient to improve speaking skills completely. This technology requires direct guidance from teachers, real interaction, and continuous practice in a social context. Therefore, AI should function as a complement to an integrated learning strategy that combines technology, active interaction, and pedagogical support.

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