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AI: Empowering Speaking Skills through Dialog Composition and Practice

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The demand for independence and agency in learning continues to develop as schools change the concept of the classroom. However, students' learning without the help of a teacher or instructor has shown that they need guidance to achieve self-directed learning. To respond to the problem above, the researcher used artificial intelligence (AI) to help accelerate students' learning. This study explored the role of Artificial Intelligence (AI) applications in speaking practice for senior high school students for English learning in Indonesia. The method used in this study is practice and independent evaluation. The supporting tool is ChatGPT for comprehension, vocabulary, and grammar. The other supporting tool is Google Text-to-Speech (GTT), which provides students with a model to improve their pronunciation and fluency. A mixed-method case study approach that utilized quantitative and qualitative data was deployed to effectively address the proposed research questions. Quantitative data was collected through students' self-assessment questionnaires using five-point Likert scale items to assess the degree to which they agreed or disagreed with a set of statements created by the researcher. It was completed by participants using an online anonymous form. As for qualitative data, instructors observed and conducted interviews to gain better insight. The result showed that integrating technology into language learning has enabled students to develop their speaking skills. Students developed their comprehension, expanded their vocabulary, and improved their grammatical structure using ChatGPT. Students' active involvement in language learning impacted their level of agency. Another finding was the improvement of students' pronunciation and fluency with the help of GTT. Students needed to practice several times to gain the appropriate pronunciation and fluency.

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Keywords

Speaking skills, Artificial Intelligence, Self-directed Learning

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