

EXPLORING ENGLISH LANGUAGE STUDENTS' PERCEPTIONS ON THE USE OF YOODLI AI IN SPEAKING CLASS

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ABSTRACT

The quick development of information technology has led to the development of several innovative methods and tools for better English speaking. The use of Yoodli, a digital tool driven by artificial intelligence (AI) can alleviate speaking difficulties. However, there is still lack of research on the use of AI in speaking classrooms, and nothing is known about how students' view about Yoodli in particular. This paper seeks to learn more about how students perceive the use of AI technology in English-speaking classrooms. The sample were 15 first semester students of English Language Study Program of Institut Pendidikan Tapanuli Selatan. The research's conclusions show that students showed positive opinions about AI speaking tools because of their simplicity, adaptability, and accessibility. The results show that the students in this study were receptive to employing Yoodli to support their speaking and raise positive attitudes toward speaking.

Keywords: Speaking Skill; Yoodli; Artificial Intelligence; Students' Perception

INTRODUCTION

In comparison to other abilities like writing, reading, and listening, speaking is the most important one (Ratnasari, 2020). Speaking is seen as another crucial and difficult skill that EFL students must acquire. It is more difficult because it entails more than just word pronunciation (Bashir et al., 2016). This is due to the fact that when speaking, people have to deal with a wide range of complex issues, including pronunciation, intonation, grammar, vocabulary, accuracy, fluency, and many more. To assess a student's speaking skills, four factors are considered: vocabulary, grammar, pronunciation, and fluency (Mela Ismi, An Fauzia Rosyani Syafei, 2018).

For that, it is one of the most important language skills in language learning, and a learner's proficiency in a language is determined by how well they can communicate orally (Areta, 2021). particularly EFL students who intend to become English teachers in the future. As an

English teacher, they have an obligation to speak English aloud to their students on a daily basis. Throughout the teaching and learning process, they must be able to communicate with students in fluent English. People will notice students' fluency in English when they speak, as speaking is a tool for communication in the workplace (Ihsan, Muslem & Aziz, 2018).

One of the problems is speaking, which is a necessary ability within the productive skill group. You need to be able to communicate successfully (Suryani, L., & Argawati, N. O., 2023). This is in line with Sabina (2018), Rao (2019), and Rani (2020) In order to communicate successfully, speaking is the most crucial of the four language abilities. Several earlier research that show learning to talk can be difficult strengthen this.

For EFL learners, speaking English is crucial. Regretfully, the pupils still need help with speaking such as understanding, vocabulary, grammar, pronunciation, and fluency (Aziz & Kashinathan, 2021). People spend time and effort to learning their ability of speaking since it is seen to play a vital part in communication and helps them interact with people in global society (Parupali, 2019). Because students continue to face challenges and obstacles, it is imperative that we come up with more effective solutions (Fatiani et al., 2021).

In this internet era, English Language Teaching (ELT) has also progressed and grown. By the development of an adaptable learning environment with a variety of efficient and effective artificial intelligence in education technologies, artificial intelligence in education (AIEd) is an effective tool for enhancing formal education and the learning process (Luckin et al., 2016).

AIEd is a technology innovation designed to support English language learning and teaching by carrying out cognitive tasks, most of which are connected to learning and problem-solving (Baker et al., 2019). Applications of artificial intelligence can increase how effective English language instruction is (Hou, 2021). Students can grasp and interpret natural language easily by using artificial intelligence techniques, as demonstrated.

AIEd technology that emerged from automation that imitate human intelligence through language processing and can complete tasks using the information gained. Artificial intelligence (AI) can be identified as a developed branch of computer science known as the human-assistant machine (Sumakul et al., 2022). Because of this, the educational environment now needs to familiarize students with AI-based applications in the classroom. Since AI-based apps have become a significant policy agenda item, especially in English Language

Teaching (ELT), the educational environment is now required to acquaint students with these applications in the classroom (Tuomi, 2018). Many AI have been invented in ELT such as Quilbot, Duolingo, Replika, etc.

One of the artificial intelligences which can be used for teaching speaking is Yoodli. Yoodli is one of the newest AI which used in ELT for speaking. It is free artificial intelligence communication coaching tool that helps its users to improve communication skills in a personalized and private environment accessible at app.yoodli.ai. Yoodli is an AI-powered coach as a modern training medium for communication designed to help its users become better English speakers.

By Yoodli users can choose the focus to be trained such as filler words, repetition, phrases used, weak words, eye contact, talk time, centering and so on. This focus is of course very influential in showing one's fluency, confidence and ability in English. After recording the speaking, Yoodli will play it back complete with a transcript and send a right and wrong analysis of what the user said. So users get immediate feedback on their learning in private, without the pressure and worry of others finding out. Yoodli truly helps users to be more confident and capable in communicating in English.

Given the foregoing, it is critical for academics and educators to comprehend the students' perceptions of using Yoodli and how it impacts their speaking skill. However, a notable research vacuum arises in the Indonesian setting as a result of the limited studies carried out in this particular field especially about Yoodli. No one research discuss how students perceive about using Yoodli.

Perception is characterized by an individual's perspective on a given subject, their use of their senses to see the world (hearing, vision, etc). The process by which

instructors and students interpret or react to information they have received through their five senses can be characterized as perception based on the following. Individual perceptions of information may differ for a number of reasons, especially when those views are based on artificial intelligence.

Contrasting opinions might result from variations in learning motivation, confidence or courage, conduct or traits, or the choice of learning resources. These variations may affect a lecturer's or student's perception in either a favorable or negative way. Three factors, per Baron & Byrne (1994), can create the cognitive, emotional, and related components are those three elements.

Numerous AI studies have been conducted to find out how instructors and students feel about using AI-based educational tools. According to Sumakul et al. (2022), every instructor and student mentioned the advantages of using AI in the classroom, demonstrating a favorable opinion of AI-based applications. However, university students during the 2018–2019 school year had a poor perception of the concept of AI based applications (Keleş & Aydın, 2021). It is believed that generational disparities and these varying perspectives have an impact on the efficacy of AI-based solutions in the field of education. Everyone has a unique perspective on the world, especially when they are in unfamiliar surroundings, therefore it could be different. This research examined the use of Yoodli AI by seeing how students' perceive in speaking classroom.

METHOD

The research method used was descriptive qualitative method. The subject was the number of participant used by total sampling technique, it was 12 students of

English Language Education Study Program of Institut Pendidikan Tapanuli Selatan. In accordance with Aljohani's (2021) work, the study's questionnaire is a Google Form sheet with ten items. It is composed of closed questions and open questions which reduce the number of possible answers and facilitate answer classification. This particular form of questionnaire was closed-ended, and the Likert scale which ranges from Strongly Agree to Strongly Disagree was used as the assessment tool.

RESULT AND DISCUSSION

This research had the purpose to investigate the use of artificial intelligence by viewing students' perceptions in speaking English Language Education Study Program Institut Pendidikan Tapanuli Selatan's classroom. The findings of students' perceptions based on the questionnaire result show on the use of Yoodli AI.

The researcher showed the data results required by the percentage of total respondents. The data results are divided into five sections based on the responses provided by students, and then the results are grouped by the value provided. The responses are divided into four categories: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The researcher shows the results in table below. For further details, as description of data acquired throughout the implementation of the research is provided as follows:

Table 1
Results of students' responses through Questionnaire on students' perceptions of

Using Yoodli AI

No	Statements	SD	D	A	SA
1	Students are more engaged in speaking when they use Yoodli AI technologies	0%	0%	20%	80%
2	The Yoodli artificial intelligence improve the students' speaking ability	0%	0%	0%	100%
3	By using Yoodli, pronunciation skills are improved	0%	0%	6.7%	93.3%
4	By using Yoodli AI, students are helped to be fluent in speaking	0%	0%	20%	80%
5	I prefer Yoodli AI than other AI apps	0%	0%	53.3%	46.7%
6	Yoodli AI tools improve the quality of speaking	0%	0%	6.7%	93.3%
7	Yoodli AI tools are easily to access	0%	0%	53.3%	46.7%
8	Yoodli AI instruments are flexible	0%	0%	46.7%	53.3%
9	The features of Yoodli AI tools are numerous	0%	0%	6.7%	93.3%
10	Yoodli AI tools enhance students' motivation to speak	0%	0%	20%	80%
11	Yoodli AI reduces speaking anxiety	0%	0%	6.7%	93.3%

The table above showed that 100% students strongly agree that Yoodli AI improve their speaking skill and 93% pronunciation is improved, and it reduces speaking anxiety. The result is consistent with the previous research that educated

university students have positive perceptions about the effectiveness of AI in education (Keleş & Aydın, 2021). It can be predicted that students feel helped by AI-based applications in learning English because the use of AI-based applications can facilitate students in learning vocabulary, the writing process, grammar, and theoretical concepts in writing (Sumakul et al., 2022).

The results are consistent with the previous study that demonstrated artificial intelligence-based education can help to enhance education in situations of emergencies, such as recent pandemics and natural disasters (Seren & Özcan, 2021). AI-

based applications can improve students' motivation because of the learning atmosphere.

According to Fitria (2021), AI shortens working hours to improve efficiency and helps students complete tasks and make judgments more quickly. Because educators prefer optimal learning through the appropriate approach for students rather than just employing AI as an immediate way to learn English, students have a different view of the material than do lecturers. Students also prefer a more immediate and more quickly way.

It is consistent with the earlier research by Ocaña-Fernández et al. (2019), which found that the difficulties of a university education are applied at all levels and have the potential to enhance English language learning. Students benefit especially when artificial intelligence (AI) is used in the classroom, according to Sumakul et al. (2022). It made it easier for the pupils to

recognize and fix writing faults. As a result, rather of learning in a traditional manner, these advantages make learning English more comfortable for the students. This finding aligns with the research conducted by Ji et al. (2023), which suggested that conversational AI could reduce language acquisition difficulties and foreign language anxiety. Therefore, the use of AI in education can reduce students' worry. Then Zhang & Zou (2020) said that AI provides language learners with more adaptable ways to interact with it. They can receive feedback and coaching in a less scary environment than typical schools. As a result, due to the students and previous research's supporting remarks.

CONCLUSION

Because technology, including Artificial intelligence, has significantly enhanced teaching and learning speaking activities, lecturers will have the chance to ask students about their advantages and disadvantages in order to help them become more proficient in the English language. Although students engage in the majority of learning activities, the lecturer still serves as an important facilitator by keeping an eye on the students' development and making sure that the learning process is working well. Additionally, the lecturers will receive knowledge on how to create efficient and successful learning objectives with AI. And Yoodli is one of the best choice to improve students' quality of speaking English.

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