INNOVATIVE APPROACHES TO SPEAKING SKILLS: THE PRAKTIKA AI SOLUTION

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Abstract

This study investigates how students at the State Islamic University (UIN) Mataram might improve their English-speaking abilities by using Praktika Al as a tool. The study determines how well Praktika Al's features, including feedback in real-time, avatars, and conversation simulations-work to create an interesting and dynamic learning environment using qualitative techniques like observation and Focus Group Discussions (FGDs). The findings show that pupils had a good response, indicating gains in confidence, vocabulary, and pronunciation. To better accommodate different learning styles, some participants pointed out the need for more personalization and longer usage periods. The study emphasizes interaction and feedback as crucial elements for successful skill development, which is consistent with constructivist learning ideas. To optimize Praktika Al's teaching potential, it is suggested that it be further developed by adding a variety of discussion settings, multimedia aids, and collaborative capabilities. This study highlights the important role artificial intelligence (AI) plays in converting conventional language learning techniques into dynamic, tailored experiences fit for the digital age.

Keywords: Praktika Al, English-speaking skills, Al in education

INTRODUCTION

Technology's significance in education AI is emerging as the primary driver of the most major changes in several industries, including education, in this era of profound transformation. AI offers a method to transform the once boring teaching and learning process into something more dynamic (Budiyono et al., 2024). Modern education is significantly impacted by technology, which alters both how students learn and how professors instruct. This encompasses learning abilities as well, particularly in language acquisition. In the setting of a multicultural culture, cultural proficiency (attitudes, knowledge, skills, and awareness) and language competence (linguistics, sociolinguistics, and discourse) are both components of competency in language learning (Ariawan et al., 2024). Its use in the classroom has revolutionized the educational process by providing several advantages that raise student engagement and instructional efficacy. With

technology's help, they also find it to be a lot more engaging and full of fascinating themes (Raja & Nagasubramani, 2018).

In this modern age, we have many tools at our disposal to make our jobs or responsibilities easier. For instance, children today have a lot of homework, so technology-based learning tools can help them complete their tasks. And we can use Praktika AI to help them. AI Praktika is a state-of-the-art English language learning app that creates an interesting learning environment with generative AI avatars. This program was created by Adam Turaev on May 26, 2022, to help students learn by mimicking artificial intelligence settings (Vitor & Reis, 2023), To improve English speaking skills, the app enables AI-powered conversation simulations.

Few studies have focused on the proper use of artificial intelligence (AI) practices to enhance English language competency, particularly in multicultural educational settings, even though published research highlights the benefits of AI in language learning. Furthermore, not much study has been done on how AI Practica's interactive elements—like avatars and real-time feedback—affect the motivation of learners and language skills. This study aims to bridge this gap by examining the practical use of Praktika AI and its overall impact on students' self-esteem, involvement, and general speaking competence in an academic context.

LITERATURE REVIEW

Technology-enhanced language learning, or TELL, continues to be a potent teaching tool, particularly for language learners. TELL includes a range of technologies, including computer-assisted language learning, smartphone applications, and virtual reality, that enhance language skills and cultural understanding (Perez Peguero, 2024), Numerous studies have demonstrated how TELL improves pupils' motivation and linguistic skills (Muhtar et al., 2021). Technology makes it possible for more varied language learning encounters, including synchronous (like phone calls) and asynchronous (like online forum discussions). This is in line with Vygotsky's theory of society and culture, which emphasizes the importance of social interaction in learning (Alkhudiry, 2022).

In recent years, there has been a lot of interest in the use of techniques based on AI in language acquisition, particularly in enhancing English speaking. Research highlights the potential of AI to transform traditional speaking instruction into dynamic, personalized, and interactive experiences. The research conducted by Liya Umaroh et al (2023); and Khalaf Ismail Makhlouf (2021) demonstrates how using artificial intelligence (AI) to encourage pupils to speak up through real-world assignments.

Some like the research conducted by Muhammad Chairil Imran et al (2023) studied "The Perception of Lecturers on the Possibility of the Use of Systems AI in Speaking Skills". Where the respondents are lecturers of the English Education Department from Universitas Islam Makassar and Universitas Megarezky Yang emphasized the role of AI in facilitating adaptive and personalized learning in speaking classes. Their research demonstrated how AI tools optimize the learning process by catering to individual learner needs, thereby increasing both the effectiveness and efficiency of speaking instruction.

Another Research by Warman et al (2023) Empowering Introvert Learners: The Way Artificial Intelligent Applications Improve Speaking Ability," is the title of the study. The pre-experimental investigation employed a one-group pre-test and post-test approach. Participants were 85 students from two colleges in Riau, Indonesia, specializing in the fields of technology, management, and accounting. The individuals were chosen through the technique of purposive sampling. The results of the study show that AI can help introverted students become more proficient speakers.

In summary, the study presented here indicates that, when combined with human expertise and social interaction, AI technology can offer a more comprehensive and sophisticated language learning environment. These materials help students improve crucial conversational skills by giving them imaginative and adaptable practice areas. The study's findings suggest possible avenues for additional investigation and the application of AI in educational settings, particularly in voice training.

METHOD

As expressed previously, the reason for this consideration is to look at how the utilization of Commonsense AI can move forward the talking capacity of understudies at Mataram State Islamic College. Subjective investigative strategies were created to think about, essentially by instructive analysts and other social researchers e.g. inspiration, communication, and understanding (Ariawan et al., 2023). To fulfill this reason, this investigate employments a graphic subjective approach, which comes about in discoveries displayed within the frame of words and depictions of people. Subjective investigate is an investigate that employments a logical setting with a reason. Subjective inquiry is a descriptive-narrative, comprehensive, interpretative method that emphasizes gaining a deep knowledge of social wonders.

(Waruwu, 2024). The English Education Study Program at the State Islamic University (UIN) Mataram's Faculty of Tarbiyah is where this study was carried out. The subjects of the study were enrolled students in semesters 1,

3, and 5, and informants were chosen through the use of purposeful sampling.

Information collection strategies in this think incorporate perception and center gathers dialog (FGD) chosen to pick up an understanding of the effect of utilizing Praktika Ai in progressing the talking abilities of English dialect instruction understudies at Mataram State Islamic College. Perception or perception could be a procedure or way of collecting information by watching progressing exercises. (Amalia Yunia Rahmawati, 2020). Observation is a data collection technique using the senses so that it is not only by observation using the eyes. Observation includes hearing, smelling, tasting, and feeling. Observation sheets and guidelines are examples of observation instruments. In this study, the steps and characteristics of implementation were directly seen through the use of the observation technique. Researchers can get pertinent empirical data through observation, particularly about respondent interactions, communication styles, decision-making, and the application of discussion outcomes.

In expansion to perception, analysts also utilized center gather discourses (FGDs) to bolster information from perceptions, FGDs were conducted with respondents, where analysts inquired a few questions which were at that point examined by respondents. This method gives an accurate representation of the way FGDs are carried out and how each participant's level of commitment influences the outcome. One of the most significant subjective inquiry tools for evaluating patient-based and member-enabled benefits is focus group discussions (FGDs). FGDs only need a small number of participants and are rapid and affordable (Zacharia et al., 2021). Throughout two intervention cycles, instructors' proficiency with the discovery learning technique was enhanced in the area of education by FGD-based supervision (Umardani, 2022).

FINDINGS AND DISCUSSION

Result of observation

Based on the researcher's perceptions, the understudies appeared intrigued by the disobedience that had been given and locked in in dynamic cooperation, regularly inquiring questions related to things they did not get from the Ai hone. The students were energized and inquisitive about utilizing the AI hone to assist them in progressing their talking aptitudes.

In expansion, the analyst made an imperative commitment to this perception, to guarantee that understudies seem to utilize the AI proficiently. Coordinate perceptions appeared that the understudies reacted exceptionally emphatically to the inquiry, and were able to utilize the Commonsense AI on their claim. The analyst too got criticism from the understudies, which

appeared palatable responses to the instrument. This favorable response infers that the Practika AI has the potential to be an effective asset for talking enhancement when consolidated into classroom lessons. The taking after is the researcher's perception instrument.

Result of focus Group discussion (FGD)

In expansion to perceptions, we too conducted Center Bunch Talks (FGDs) to supply in-depth experiences into students' encounters utilizing Praktika AI to make strides in their talking abilities. Members for the most part lauded the intelligently highlighted and viable approach advertised by the stage, particularly in making a steady and adaptable learning environment. They uncovered that highlights such as discussion reenactment, auto-correction, and live assessment made a difference enormously in making strides in their elocution, pitch, and certainty when talking.

From the comes about of the FGDs that analysts conducted, it turned out that analysts found that the presence of highlights such as Avatars, chatbots, and conjointly interpreters that exist in Ai, it can make it less demanding for clients to utilize Commonsense AI and can increment their level of certainty to talk utilizing this Ai.

One of the members communicated, " I accept that AI can be exceptionally supportive in moving forward my English abilities, as this innovation is continuously advancing with the most recent patterns. With steady upgrades, Down-to-earth AI gives a learning encounter that's more important and suited to the requirements of those of us living in this computerized age. I discover it simpler to memorize and hone anytime without time or put limitations, and more critically, the AI can give fast and exact criticism for any botches I make, so I can proceed to move forward my speaking." This articulation reflects the conviction that Practika AI, with its always-upgraded capabilities, can give an important learning encounter and is suited to the desires of clients in this computerized age.

This data shows that the practice has an impact on improving students' speaking skills.

Table 1. Focus group discussion

No.	Questions	Responds
1	Do you feel confident when speaking in English? Why?	R4: I feel that I still lack a lot, and want to improve my skills with my friend
		R10: I feel confident enough because I often practice speaking with my friends or with strangers.
2	What is the biggest challenge you face in practicing speaking?	R6: feeling insecure due to anxiety, or having a bad experience
		R9: lack of memorized vocabulary and no idea what to say
3	What do you think about	R4: I believe that Ai can improve my ability to speak English.

	the use of Praktika AI in language learning, especially to improve speaking skills?	R7: I believe that AI can help to improve my English skills because it keeps up with the times.
4	What are the advantages you feel when using Praktika AI to practice speaking?	R3: I gained new experiences and some vocabulary
		R5: I feel like I have someone to talk to because I have someone to correct me if my speaking or word structure is wrong.
5	Do you feel that your speaking skills have improved after using the practice? If so, what part of your speaking has seen the most change?	R4: still not because I'm still trying and the time is too fast to be able to improve my abilities, maybe tomorrow I try again.
		R9: Some skills are slightly improved because they can be practiced directly.
		R7: I like the avatar, because I use a black guy, and I like the listening feature.
6	What features of Practika AI have helped you the most in improving your speaking skills (e.g. pronunciation, intonation, vocabulary, or grammar)?	R8: It is very easy for us because we are immediately given feedback so that in the future we can correct our mistakes.
		R9: I like it because there are many choices of Avatars, and when answering it is given a love and funny reaction and the answer sound is audible.
7	Do you think the use of AI practices in language learning will be a necessity in the future? Why or why not?	R4: in my opinion, this AI is very good for now because its features are complete, my hope for the future is that this application for its translation feature can be even better.
		R5: this application will be very much needed in the future, hopefully, the application will be given free because the features of this application are quite good to improve our abilities.
		R10: hopefully it will get cheaper because this application is good but a little expensive, and will be very helpful for the future
8	If a friend or colleague wanted to improve their speaking skills would you recommend using AI Practices? Why or why not?	R3: I would recommend it to my classmates because this app is very helpful for us 1st-semester students to build new vocabulary and make learning fun.
		R4: as a good friend, SE class is a good application, I will recommend it to my classmates so that we can learn together.
		R6: I will recommend it to my friend because this application is quite easy to use the application, so it is worth it to use it to practice.

From the discoveries over, it can be said that the utilization of Praktika Ai can improve talking abilities in understudies, with highlights such as avatars, chatbots, and interpreters to supply coordinate criticism can make it

simpler for clients to hone their abilities when utilizing this Ai. Students appear solidly intrigued by Praktika AI in effectively partaking in its utilization. Understudies report changes in angles of talking counting articulation, sound, and lexicon. Real-time criticism and recreation offer assistance to quicken the learning preparation. Praktika AI is seen as an adaptable and open device for talking phones, the lion's share of understudies appreciate its inventive approach and are idealistic almost its future potential, understudy input is additionally exceptionally positive with numerous suggesting Praktika AI to their companions.

This result is consistent with constructivist principles, which hold that students may effectively build knowledge via critique and interaction. Constructivism is a teaching approach that highlights how students actively create knowledge via concepts and experiences (Firmansyah, 2020; Khafifah, 2021). Students transition from consumers to creators of ideas in constructivist learning, and teachers take on the role of facilitators rather than barriers(Suryana et al., 2022). This recommendation is supported by viable AI, which enables students to participate in role-played conversations and receive real-time feedback. By decomposing intricate tasks like speech into more general problems, Pratika AI helps to reduce the cognitive stack.

In spite of the fact that Ai is similarly able to move forward talking abilities in understudies, within the hone of Ai understudies are less demanding to hone their talking abilities, since there are a few highlights that will offer assistance to them in utilizing this Ai, such as the avatar include that can make understudies more fun in talking hone, since it produces fun learning and does not bore them. As one respondent said.

I like it since there are numerous choices of Avatars, and when replying it is given a cherished and amusing response and the reply sound is audible. (P9)

I just like the avatar, because I utilize a dark fellow, and I just like the tuning-in highlight. (P7)

On the other hand, R9 shared a more positive point of view, recognizing that whereas the changes can be unassuming, they have taken note of a few positive changes. R9 specified that certain abilities had progressed since the hone permitted for coordinated engagement, demonstrating that hands-on or real-time hone with the AI instrument gives an important opportunity for dialect learners to effectively refine their talking capacities.

Some skills are slightly improved because they can be practiced directly. (P9)
I haven't seen much improvement yet because I'm still in the process of trying, and the time is too fast for me to improve my skills. Maybe I'll try again tomorrow. (P4)

This response shows that optimism and the desire for more specialized learning opportunities are balanced. Others, like R4, emphasized the desire for some extra time or a more gradual approach to feel secure in

their improvements, while others, like R9, acknowledged modest development. Together, these insights suggest that while the AI tool offers valuable practice, users may benefit from further customization in terms of pace and difficulty to support varied learning styles and enhance speaking proficiency.

As a portion of the discourse, members were also given recommendations for advanced advancement. More diverse debate scenarios, including academic, social, and professional contexts, were suggested. Additionally, they suggested additional features including the ability to tailor the difficulty level to the user's ability and a variety of media to aid with elocution adjustment. Another elective is to include a collaborative mode, which permits clients to associate with companions or other clients in genuine time. The discourse comes about appears that Commonsense AI has had a positive effect on making strides in talking aptitudes, particularly with reliable utilization. In any case, the advancement of extra highlights and the lessening of specialized boundaries seem to assist upgrade its instructive esteem. The integration of more inventive components, such as gamification and mixed media back, moreover has the potential to draw in more clients and reinforce learning results.

CONCLUSION

The execution of Praktika AI illustrates the critical potential to improve students' proficiency in speaking English. AI intelligent features, such as characters, instant feedback, and reenacted talks, have significantly impacted learners by establishing a locked, stable, and flexible environment, according to both observational data and Central Bunch Discourses (FGDs). Although the members' levels of development varied, the stunt duplicates seemed to advance concerning of articulation, vocabulary, and speaking confidence.

These results are in line with constructivist principles, which emphasize interactive and critical learning. Practical AI was viewed by the understudies as a useful instrument for digital time, promotional availability, and customized learning experiences. Although the majority of students responded favorably, some emphasized the need for additional time, attention, and personalization to better accommodate individual learning preferences and speeds.

Coordinating diverse conversation situations, using a range of material disabilities, and enabling collaborative highlights appear to improve client involvement and educational results in order to promote and maximize the suitability of Practical AI. All things considered, Practical AI suggests a creative method of learning dialects with encouraging recommendations for educational and skilled environments.

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