

**THE INFLUENCE OF ARTIFICIAL INTELLIGENCE
TECHNOLOGY ON STUDENTS' PRONUNCIATION
ABILITY AT CLASS 2024 ENGLISH EDUCATION
STUDY PROGRAM AT UIAD SINJAI**



THESIS

As a Requirement for Compiling a Thesis
English Education Study Program

By:

NUR FADHILAH SYAM

NIM. 220110013

**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF
TARBIAH AND TEACHER TRAINING ISLAMIC UNIVERSITY
OF AHMAD DAHLAN SINJAI
YEAR 2025**



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Supervisor:

1. Dr. Jamaluddin, M.Pd.I.
2. Irmayani, S.S., M.Pd

**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF
TARBIYAH AND TEACHER TRAINING ISLAMIC UNIVERSITY
OF AHMAD DAHLAN SINJAI
YEAR 2025**

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I am student with following identity:

Name : Nur Fadhilah Syam
NIM : 220110013
Study Program : English Education Study Program

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Sinjai, 16 July, 2026



The Researcher,

Nur Fadhilah Syam
NIM 220110013

PENGESAHAN SKRIPSI

Skripsi berjudul, *The Influence of Artificial Intelligence Technology on Strudents' Pronunciation Ability at Class 2024 English Education Study Program at UIAD Sinjai*, yang ditulis oleh Nur Fadillah Syam, Nomor Induk Mahasiswa (NIM) 220110013, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 21 Juli 2026 M bertepatan dengan 7 Safar 1448 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

Dewan Penguji

Dr. Suriati, M.Sos.I.	Ketua	(.....)
Dr. Jamaluddin, M.Pd.I.	Sekretaris	(.....)
Dr. Harmilawati, M.Pd.	Penguji I	(.....)
Dr. Atmaranie Dewi Purnama, M.Pd.	Penguji II	(.....)
Dr. Jamaluddin, M.Pd.I.	Pembimbing I	(.....)
Irmayani, S.S., M.Pd.	Pembimbing II	(.....)

Mengetahui:
Dekan FTIK UIAD,

Dr. Takdir, M.Pd.I.
NIM. 1213495

ABSTRAK

Nur Fadhilah Syam. Pengaruh Teknologi *Artificial Intelligence* terhadap Kemampuan Pronunciation Bahasa Inggris Mahasiswa Angkatan 2024 Program Studi Pendidikan Bahasa Inggris di UIAD Sinjai. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Ahmad Dahlan Sinjai, 2026.

Penelitian ini bertujuan untuk mengetahui pengaruh teknologi Kecerdasan Buatan (*Artificial Intelligence*), khususnya aplikasi ELSA Speak, terhadap kemampuan pengucapan bahasa Inggris mahasiswa angkatan 2024 Program Studi Pendidikan Bahasa Inggris Universitas Islam Ahmad Dahlan (UIAD) Sinjai. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian *ex-post facto*. Sampel penelitian terdiri dari 18 mahasiswa Kelas B angkatan 2024 yang dipilih melalui *purposive sampling*. Instrumen penelitian yang digunakan meliputi kuesioner, tes kemampuan pengucapan, dan dokumentasi. Data dianalisis menggunakan uji validitas, reliabilitas, normalitas, dan linearitas, yang dilanjutkan dengan analisis regresi linear sederhana dan pengujian hipotesis dengan bantuan IBM SPSS Statistics versi 26.

Hasil penelitian menunjukkan bahwa teknologi Kecerdasan Buatan memiliki pengaruh yang signifikan terhadap kemampuan pengucapan mahasiswa. Hasil analisis regresi linear sederhana menunjukkan nilai signifikansi sebesar 0,000 ($p < 0,05$), yang menunjukkan bahwa penggunaan teknologi AI berpengaruh secara signifikan terhadap kemampuan pengucapan mahasiswa. Selain itu, nilai koefisien determinasi ($R^2 = 0,668$) menunjukkan bahwa 66,8% variasi kemampuan pengucapan mahasiswa dapat dijelaskan oleh teknologi AI, sedangkan 33,2% sisanya dijelaskan oleh faktor-faktor lain yang tidak diteliti dalam penelitian ini. Oleh karena itu, dapat disimpulkan bahwa penggunaan teknologi *Artificial Intelligence*, khususnya aplikasi ELSA Speak, memiliki pengaruh positif dan signifikan terhadap kemampuan pengucapan bahasa Inggris mahasiswa.

Kata kunci: Teknologi Artificial Intelligence, ELSA Speak, Pengaruh, Kemampuan Pengucapan (*Pronunciation*)

ABSTRACT

Nur Fadhilah Syam. *The Influence of Artificial Intelligence Technology on the English Pronunciation Ability of 2024 Cohort Students of the English Education Study Program at UIAD Sinjai.* Undergraduate Thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Ahmad Dahlan Sinjai, 2026.

This research aims to determine the effect of Artificial Intelligence (AI) technology, particularly the ELSA Speak application, on the English pronunciation ability of 2024 cohort students of the English Education Study Program at Ahmad Dahlan Islamic University (UIAD) Sinjai.

This research employed a quantitative approach with an ex-post facto research design. The research sample consisted of 18 students from Class B of the 2024 cohort, selected through purposive sampling. The research instruments included a questionnaire, a pronunciation ability test, and documentation. The data were analyzed using validity, reliability, normality, and linearity tests, followed by simple linear regression analysis and hypothesis testing with the assistance of IBM SPSS Statistics version 26.

The results showed that Artificial Intelligence technology had a significant effect on students' pronunciation ability. The results of the simple linear regression analysis showed a significance value of 0.000 ($p < 0.05$), indicating that the use of AI technology significantly affected students' pronunciation ability. Furthermore, the coefficient of determination ($R^2 = 0.668$) indicated that 66.8% of the variation in students' pronunciation ability could be explained by AI technology, while the remaining 33.2% was explained by other factors not examined in this study. Therefore, it can be concluded that the use of Artificial Intelligence technology, particularly the ELSA Speak application, has a positive and significant effect on students' English pronunciation ability.

Keywords: Artificial Intelligence Technology, ELSA Speak, Effect, Pronunciation Ability.

مستخلص البحث

نور فضيلة شام. أثر تكنولوجيا الذكاء الاصطناعي في القدرة على نطق اللغة الإنجليزية لدى طلبة الدفعة ٢٠٢٤ في قسم تعليم اللغة الإنجليزية بجامعة أحمد دحلان الإسلامية بسنجائي. بحث جامعي. قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية بسنجائي، ٢٠٢٦.

يهدف هذا البحث إلى تحديد أثر تكنولوجيا الذكاء الاصطناعي، ولا سيما تطبيق ELSA Speak، في القدرة على نطق اللغة الإنجليزية لدى طلبة الدفعة ٢٠٢٤ في قسم تعليم اللغة الإنجليزية بجامعة أحمد دحلان الإسلامية بسنجائي.

استخدم هذا البحث المنهج الكمي بتصميم البحث السببي بأثر رجعي. وتكوّنت عينة البحث من ١٨ طالبًا من الصف (ب) للدفعة ٢٠٢٤، تم اختيارهم باستخدام أسلوب العينة القصدية. وتمثلت أدوات جمع البيانات في الاستبانة، واختبار القدرة على النطق، والتوثيق. وحُلّلت البيانات باستخدام اختبارات الصدق والثبات والتوزيع الطبيعي والخطية، تلتها عملية تحليل الانحدار الخطي البسيط واختبار الفرضية، وذلك بالاستعانة ببرنامج IBM SPSS Statistics الإصدار ٢٦.

أظهرت نتائج البحث أن لتكنولوجيا الذكاء الاصطناعي أثرًا ذا دلالة إحصائية في قدرة الطلبة على النطق. فقد أظهرت نتائج تحليل الانحدار الخطي البسيط أن قيمة الدلالة الإحصائية بلغت ٠,٠٠٠ ($p < ٠,٠٥$)، مما يشير إلى أن استخدام تكنولوجيا الذكاء الاصطناعي يؤثر تأثيرًا ذا دلالة إحصائية في قدرة الطلبة على النطق. وعلاوة على ذلك، أشار معامل التحديد ($R^2 = ٠,٦٦٨$) إلى أن نسبة ٦٦,٨٪ من التباين في قدرة الطلبة على النطق يمكن تفسيرها من خلال تكنولوجيا الذكاء الاصطناعي، في حين أن نسبة ٣٣,٢٪ المتبقية تعزى إلى عوامل أخرى لم يتناولها هذا البحث. وبناءً على ذلك، يمكن الاستنتاج أن استخدام تكنولوجيا الذكاء الاصطناعي، ولا سيما تطبيق ELSA Speak، له أثر إيجابي وذي دلالة إحصائية في قدرة الطلبة على نطق اللغة الإنجليزية.

الكلمات الأساسية: تكنولوجيا الذكاء الاصطناعي، ELSA Speak، الأثر، القدرة على النطق.

FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ، الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَ بِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى عَلَى أَشْرَفِ
الْأَنْبِيَاءِ وَ الْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ

On this occasion, the author would like to express his deepest gratitude and gratitude to the relevant parties who have provided assistance in the form of direction and encouragement during the author's study. The author therefore thanks to:

The two Beloved Parents who have given birth, raised, educated, and cared for the author with all their heart and affection;

1. Dr. Suriati, M.Sos.I. as the Rector of Ahmad Dahlan Sinjai Islamic University;
2. Dr. Jamaluddin, M.Pd., I as Vice Chancellor I of Ahmad Dahlan Sinjai Islamic University;
3. Dr. Rahmatullah, MA. as Vice Chancellor II of Ahmad Dahlan Sinjai Islamic University;
4. Dr. Muhlis M.Sos.I. As Vice Chancellor III of Ahmad Dahlan Sinjai Islamic University;
5. Dr. Takdir, M.Pd. I. as the Dean of the Faculty of Tarbiyah and Teacher Training of Ahmad Dahlan Islamic University who has provided support;
6. Dr. Harmilawati, M.Pd. as the Head of the English Language Study Program
7. Irwin Hidayat S.Pd.I., M.Pd. I. as the Secretary of the Islamic English Language Study Program who has provided a lot of motivation, guidance and help with academic smoothness.
8. Irwin Hidayat S.Pd.I., M.Pd. I. as an Academic Advisor Supervisor who always helps and motivates the author;
9. All lecturers who have guided during their studies at Ahmad Dahlan Islamic University Sinjai;

10. All employees and ranks of Universitas Islam Ahmad Dahlan Sinjai who have helped the smooth running of academics;
11. To students of the class of 2024 who have helped the smooth running of research;
12. Fellow students (i) of Ahmad Dahlan Sinjai Islamic University who have helped the smooth running of the research;
13. Several related parties that the researcher cannot mention one by one, who have provided support so that the author can complete his studies at Ahmad Dahlan Sinjai Islamic University;

Accompanied by prayer, may the good deeds of various pihka receive a beautiful reply and multiplied rewards from Allah SWT and hopefully this scientific work will be useful for anyone who reads it.

Sinjai, 16 July, 2026

Nur Fadhilah Syam
NIM.220110013

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In today's era of globalization, learning English has a very important role in modern life. English is no longer just a means of communication, but also an international language used in various fields, such as business, technology, tourism, especially in the field of education. Most academic literature, research, and educational resources are available in English. By mastering this language, learners can access the latest information and enrich their knowledge in different fields of research (Prakoso, 2024).

The importance of language as a means of communication is also reflected in the Qur'an. Allah SWT states in Surah Ar-Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلَوَاتِ أَنْفِذِ الْكَلَامَ لِلْعَالَمِينَ ﴿٢٢﴾

"And among His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed, in that are signs for those of knowledge." (Sudrajat et al., 2007)

This verse shows that linguistic diversity is one of the signs of Allah's greatness and wisdom. Therefore, learning foreign languages, including English, is not only an educational necessity in the era of globalization but also a form of appreciating the diversity of languages created by Allah SWT. In this context, efforts to improve English language skills, particularly pronunciation and pronunciation abilities, become increasingly important to support effective communication in an international environment.

Foreign language lessons have an important position in education in Indonesia. This lesson is expected to be able to form humans who can communicate with foreigners through languages from other countries. Through

foreign language lessons, it is also hoped that students can easily absorb science and technology globally. Therefore, foreign language lessons are a required lesson in Indonesian education, even required starting from the junior high school, high school and college levels. One of the foreign languages that is an international language is English.

In English, there are 4 main skills of understanding English, namely listening, speaking, reading, and writing. Among these four skills, speaking is considered one of the most important because it allows students to express ideas, opinions, and feelings effectively. However, good oral communication does not only depend on speaking fluency and vocabulary mastery, but also on correct pronunciation. Incorrect pronunciation can cause misunderstandings and reduce the effectiveness of communication (Azhar, 2022). Therefore, pronunciation is an important component of speaking skills that needs special attention in English learning.

Pronunciation ability is one of the main skills in mastering English which requires mastery of vocabulary, grammar, pronunciation, and confidence. In the context of modern education, this skill is an important indicator in assessing the communicative competence of a language learner. However, there are still many students who have difficulty pronouncing English fluently, mainly due to the limitations of the practice environment, fear of making mistakes, and lack of direct feedback in the learning process.

In the process of learning English, a person has certainly experienced an obstacle in learning. This can lead to less than optimal learning outcomes. (Fatinah et al., 2024). According to Hamalik (2008) Learning is a combination of human elements, materials, facilities, tools, and methods that interact with each other to achieve educational goals.

Based on initial observations conducted among the 2024 cohort of the English Language Education study program at Universitas Islam Ahmad Dahlan Sinjai, it was found that many students still face difficulties in pronouncing English words accurately. Students frequently mispronounce words, struggle with applying correct intonation and word stress, and lack confidence. Therefore, effective learning media is highly required in today's technological era to improve their pronunciation skills.

The presence of advanced technology in the last decade has given humans a lot of convenience and comfort in doing all their activities. In human life, technology has a positive impact on solving a problem, one of which is the presence of Artificial Intelligence (AI).

In today's digital era, education must be able to use technology to support activities in the field of education (Harmilawati et al., 2023). The education sector has witnessed a significant transformation through the integration of Artificial Intelligence (AI). With its potential to revolutionize various sectors, AI has emerged as a promising tool in improving the teaching and learning experience (Ifekanandu et al., 2023). English language teaching, in particular, faces many challenges in meeting the diverse needs of learners. Therefore, exploring the effectiveness of AI in English language teaching has become crucial to reveal new opportunities in language education.

Artificial Intelligence (AI) has become one of the most significant technological innovations in education, offering new opportunities to enhance teaching and learning processes. AI supports adaptive and personalized learning by analyzing learners' needs and providing immediate feedback that promotes individual learning progress (Holmes & Tuomi, 2022). In language education, AI-powered learning environments facilitate autonomous learning through intelligent tutoring systems, automated feedback, and personalized learning experiences, enabling students to develop their language skills more effectively (Clive &

Athyal, 2026). Consequently, AI has attracted increasing attention from educators and researchers as an innovative approach to improving the quality of English language learning.

One of the AI-powered applications developed specifically for pronunciation learning is ELSA Speak. ELSA Speak was selected because it is an AI-powered application specifically designed for English pronunciation learning. Unlike general AI applications, ELSA Speak uses Automatic Speech Recognition (ASR) to analyze learners' pronunciation and provide immediate feedback on pronunciation accuracy, word stress, intonation, and fluency. These features are directly relevant to the pronunciation ability examined in this study. In addition, previous studies have reported positive findings regarding the use of ELSA Speak in improving students' pronunciation. Therefore, ELSA Speak was considered an appropriate AI application for investigating its influence on students' English pronunciation ability.

ELSA Speak provides immediate feedback and encourages active participation in pronunciation practice, allowing learners to recognize and improve their pronunciation errors during the learning process (Saputra, 2025). ELSA Speak has become one of the promising AI-based applications for supporting English pronunciation learning (Untari et al., 2026).

Several previous studies have reported positive findings regarding the use of the ELSA Speak application in English pronunciation learning. Gumelar et al. (2026) found that the use of the ELSA Speak application improved students' pronunciation ability through a Classroom Action Research (CAR) design. Similarly, Wilujing and Karikawati (2025) reported that the ELSA Speak application effectively enhanced students' pronunciation accuracy using a pre-experimental one-group pre-test and post-test design. These findings indicate that ELSA Speak provides real-time feedback and individualized pronunciation practice, which contribute to improving learners' pronunciation ability.

Although previous studies have demonstrated the effectiveness of the ELSA Speak application in improving learners' pronunciation ability, most of them employed experimental, pre-experimental, or Classroom Action Research (CAR) designs to examine students' achievement after receiving treatment. To the best of the researcher's knowledge, limited studies have investigated the influence of ELSA Speak using a correlational research design, particularly among university students in the English Education Study Program. Therefore, further research is needed to provide empirical evidence regarding the influence of ELSA Speak on students' pronunciation ability in a higher education context.

In response to the identified problems and the existing research gap, the researcher considers it necessary to conduct a study investigating the influence of Artificial Intelligence (AI) on students' pronunciation ability at the English Education Study Program of Universitas Islam Ahmad Dahlan Sinjai. Therefore, this study is entitled "The Influence of Artificial Intelligence (AI) on Students' Pronunciation Ability at the English Education Study Program Class 2024 of Universitas Islam Ahmad Dahlan Sinjai."

B. Problem Formulation

Based on the background that has been presented, the formulation of the problem in this study is as follows:

1. Is there a significant influence of the use of Artificial Intelligence technology on students' English pronunciation ability ?

C. Research Objectives

The objectives of this study are:

1. To analyze the influence of the use of Artificial Intelligence technology on students' English pronunciation ability .

D. Research Benefits

1. Theoretical Benefits

This research is expected to add to the treasures of science in the field of English language education, especially those related to the use of Artificial Intelligence technology in learning pronunciation ability .

2. Practical Benefits

a. For Students

Provide insight and motivation to utilize AI technology as a means of supporting in improving English pronunciation ability .

b. For Lecturers

Provide a reference in developing technology-based learning methods that are more interactive and effective.

c. For Educational Institutions

A consideration in designing curricula and learning facilities that support the integration of technology in the teaching and learning process.

CHAPTER II

THEORETICAL STUDIES

A. Theoretical Foundations

1. Cognitive Learning Theory

a. Definition Cognitive Learning

Cognitive learning theory is an approach within educational psychology that defines learning as an active and complex process of internal mental structure alteration. In contrast to behaviorist theory, which reduces learning to merely the result of a linear relationship between stimulus and response, cognitivism posits that the essence of learning lies in how information is acquired, processed, and organized within an individual's mind(Haironi et al., 2026).

b. Characteristics and Mental Processes

From a cognitive perspective, learners are positioned as information processors. The process of knowledge reconstruction occurs through several primary mechanisms, including:

- 1) Interaction and Experience: Building comprehension through direct engagement with the surrounding environment.
- 2) Assimilation and Accommodation: Integrating new information or concepts into preexisting cognitive structures (schemata), or modifying those schemata to adapt to new information.
- 3) Internal Mental Activity: Involving higher-order cognitive functions such as attention, comprehension, memory retention, and problem-solving skills(Haironi et al., 2026).

c. Cognitive Theoretical Review of Pronunciation Ability Through AI Technology

Cognitive learning theory focuses on the internal mental processes that occur within a learner's mind during the acquisition of knowledge and skills. Unlike behaviorist approaches that primarily emphasize external behaviors and conditioning, cognitive theory views learners as active processors of information who organize, store, and retrieve data to make sense of their experiences. In the context of language acquisition, particularly in developing pronunciation skills, this theory posits that mastering speech sounds requires more than just mechanical imitation. Instead, it involves a complex cognitive process where learners build mental representations of the target language's phonetic patterns, analyze phonemic differences, and systematically categorize auditory inputs into their existing cognitive structures.

Within this framework, language learning is deeply connected to how information is received and processed. From a cognitive perspective, advanced technology and applications such as Artificial Intelligence (AI) act as an external stimulus that activates interactive information processing through its features. When students interact with AI tools like pronunciation assistants, their cognitive mechanisms are engaged in a continuous loop of input perception, mental processing, and output generation. The immediate, automated feedback provided by technology helps learners notice the gap between their current pronunciation and the standard model. This cognitive comparison prompts internal adjustments, allowing students to refine their cognitive maps of English phonemes, word stress, and intonation patterns more accurately and independently.

Furthermore, cognitive learning theory emphasizes the importance of meaningful practice and active engagement in achieving long-term retention. In learning pronunciation, the cognitive load must be managed

effectively so that learners are not overwhelmed by the complexities of speech organs and unfamiliar phonetic structures. AI technology supports this by offering adaptive, personalized pathways that match the learner's current cognitive capacity, enabling them to systematically process sounds from simpler to more complex units. By actively engaging their cognitive faculties through repetitive, interactive exercises, students can shift pronunciation skills from conscious, effortful execution to automated, fluent production, thereby significantly enhancing their communicative competence in the target language.

2. Definition of Artificial Intelligence Technology

a. History of the Development of AI in Education

Artificial Intelligence (AI) has long been a part of the world of education, starting with the smart tutor system (ITS) in the 1960s. Over time, the development of natural language processing (NLP) and machine learning (ML) opens up new opportunities, such as smart feedback and language understanding in language learning. In the 21st century, the expansion of digital technologies is driving further integration of AI, with the development of learning management systems, assessment tools, and adaptive platforms. The history of AI in education, with milestones in ITS, adaptive learning, and personalized instruction, shows its great potential in improving the learning and teaching experience, especially in English language teaching (Ramdhani, 2019).

Artificial Intelligence (AI) in the world of education has experienced rapid development since its emergence in the mid-20th century. The origins of the use of AI in education can be traced back to the 1960s, when researchers began to explore the possibility of machines to mimic human behavior in the context of learning and teaching. One of its initial forms was the development of the system *Intelligent Tutoring*

System (ITS), which aims to imitate teachers in guiding students individually based on their individual abilities and needs (D. Nugroho, 2021).

In the 1970s to 1980s, the focus of AI development in education was largely focused on modeling students' knowledge and cognitive processes. ITS began to be used in military training and mathematics teaching. These systems try to understand how students think in order to provide more personalized feedback (Wibowo, 2022).

Entering the 1990s, advances in computer technology and natural language processing (NLP) allowed AI to be more interactive in communicating with users. AI is starting to be used in computer-based learning systems and adaptive learning. In this phase, AI is increasingly used to adapt learning materials to students' learning styles (Sari & Rahmat, 2020).

Since the 2000s, with the emergence of *Big Data* and machine learning, AI in education is evolving to become more sophisticated. Online learning platforms such as Coursera, Khan Academy, and Edmodo are starting to adopt AI technology for student learning data analysis, content personalization, and predictions of learning performance (D. Nugroho, 2021).

Now, AI not only helps in the teaching and learning process but also in educational administration, such as student selection, online learning management, and automated assessment. Chatbots for learning consultations, material recommendation systems, and plagiarism detection are examples of the increasingly widespread use of AI.

In Indonesia, the use of AI in education is starting to grow along with digital transformation in the education sector. The government through the Merdeka Learning program has also begun to open up

opportunities for the use of digital technology, including AI, to support more effective and adaptive learning.

b. Basic Definition and Concept of AI

Artificial Intelligence (AI) is a branch of computer science that focuses on developing systems or machines that can mimic human intelligence. AI systems are designed to be able to perform tasks that require human intelligence, such as recognizing voices, understanding natural language, solving problems, learning from experience, and making decisions independently (Ramdhani, 2019).

In general, AI works through a combination of algorithms, data processing, and machine learning to create models that can recognize patterns and make predictions or decisions based on the input it receives (Sutrisno, 2021).

Some of the key characteristics of AI systems are:

1. Learning ability: AI can learn patterns from data.
2. Reasoning: AI is able to make decisions based on available information.
3. Problem solving: AI can analyze situations and offer solutions.
4. Perception: AI is able to recognize the environment through sensory inputs such as sound or images.
5. Natural language processing: AI can understand and respond to human language (A. Wibowo, 2020).

In practice, AI falls into two main categories:

1. Narrow AI: Designed to accomplish one specific task (e.g.: virtual assistant, recommendation system).
2. General AI: Has capabilities that resemble humans in many ways, and is still an advanced research domain (Ramdhani, 2019).

The development of AI relies heavily on advances in computing technology, the availability of big data, and algorithmic approaches that

continue to be refined. The implementation of AI has reached various fields, from industry, health, education, to defense (A. Wibowo, 2020)

c. **Types and Applications of AI in Education**

In the context of education, AI can be classified into several types based on its functions and approaches, namely:

- 1) **Adaptive AI:** This type of AI is able to adapt to the learning needs of students personally. For example, a system that is able to recommend learning materials that are appropriate to the student's ability level.
- 2) **Predictive AI:** Used to predict student learning outcomes based on historical data. For example, predicting the risk of students not graduating or needing additional interventions (Rahman & Suryadi, 2022).
- 3) **Conversational AI:** Such as chatbots or virtual assistants based on NLP (Natural Language Processing) that can help answer students' questions or guide them in learning.
- 4) **AI Vision (Computer Vision):** Used in visual analysis such as scanning students' handwriting, recognizing facial expressions to measure student engagement in learning, and so on.
- 5) **Machine Learning & Deep Learning AI:** Machine learning algorithms that learn patterns from students' big data to improve learning and decision-making Educational (Arifin & Pramudibyanto, 2021).

AI is applied in various aspects of education, including:

- 1) **Personalized Learning:** Adaptive learning systems such as *Knewton* or *Smart Sparrow* that tailor content to the needs of students.
- 2) **Automated Assessment:** AI can correct students' answers, both multiple-choice and simple essays, and provide instant feedback.

- 3) **Educational Chatbot:** AI chatbots are used to answer students' academic questions in real-time and assist in school administration management.
- 4) **Recommendation System:** AI can recommend courses, reading materials, or other learning resources based on students' interests and needs.
- 5) **Learning Engagement Monitoring:** Through cameras or sensors, AI can analyze students' facial expressions or movements to measure concentration and interaction in online classes.
- 6) **Smart Curriculum Planning:** AI helps in analyzing big data to design more relevant and efficient curriculum (Nurhadi, 2020).

3. AI Technology in English Learning

a. The Role of AI in Foreign Language Learning

Artificial intelligence (AI) is playing an increasingly significant role in foreign language learning. AI provides an adaptive, interactive, and personalized approach, so that it can increase efficiency and motivation in the learning process (Rahmawati & Kurniawan, 2020). Here are some of the key roles of AI in foreign language learning:

1) Personalized Learning

AI can analyze students' learning styles, strengths, and weaknesses, and then adjust the material and difficulty level according to individual needs. This technology allows students to learn at their own pace, with specific direct feedback.

2) Natural Language Processing

AI uses NLP to understand, translate, and assess human language automatically. Apps like Google Translate and DeepL make use of NLP to translate text more accurately. In the classroom, this

technology is also used for grammar, pronunciation, and sentence structure correction.

3) Chatbots and Virtual Assistants

AI-equipped chatbots can be conversational partners for students to practice pronunciation and writing in a foreign language. This technology helps improve communication skills without social pressure or fear of making mistakes (Pratiwi, 2022).

4) Speech Recognition and Live Feedback

AI technology allows voice recognition to evaluate students' pronunciation and intonation. The system provides instant feedback that helps students improve their pronunciation independently.

5) Interactive Simulation and Virtual Reality (VR/AR)

AI supports immersive learning environments such as VR simulations that allow students to interact in real-world contexts, such as ordering food or talking to strangers, which greatly supports contextual language learning.

6) Learning Progress Analysis

AI can continuously monitor and analyze student learning progress, provide performance reports, and recommend next learning steps (Dewi, 2021).

b. AI Applications for English Language Learning

Artificial intelligence (AI) has had a significant impact in the world of education, including in English language learning. AI applications allow the learning process to be more interactive, personalized, and efficient.

ELSA (English Language Speech Assistant) is an AI application that focuses on English pronunciation training. The AI in ELSA analyzes the user's voice and provides specific feedback on pronunciation that needs improvement, based on standard American English accents. ELSA

Speak is an artificial intelligence (AI)-based English learning app specifically designed to help users improve their pronunciation skills in an interactive and personalized way. This application is widely used by students, students, and professionals who want to speak English more clearly and naturally.

ELSA Speak focuses on **English pronunciation training**, especially:

- improves intonation,
- train vowel and consonant sounds,
- helps reduce accents that are difficult to understand.

The AI in ELSA is designed to identify pronunciation errors and provide real-time feedback so users know what needs to be fixed.

c. AI Technology in English Pronunciation Learning: ELSA Speak

The English Language Speech Assistant (ELSA) Speak application is an implementation of Narrow AI that utilizes Automatic Speech Recognition (ASR) and Natural Language Processing (NLP) technologies. From a cognitive perspective, ELSA Speak acts as an external stimulus that activates interactive information processing through its features. In this study, the measurement of AI technology usage (ELSA Speak) as the Independent Variable (X) does not focus on user satisfaction perceptions; rather, it is measured through the aspects of students' intensity and cognitive engagement when interacting with the application's main features.

The indicators for the AI technology usage variable (ELSA Speak) in this study are formulated as follows:

No	Components	Indicator	Points
1	Perceived Usefulness	Ability of ELSA Speak to help students improve English pronunciation.	1-4
		Ability of ELSA Speak to reduce pronunciation mistakes.	1-4

		Ability of ELSA Speak to improve students' pronunciation ability.	1-4
2	Perceived Ease of Use	Ease of understanding the instructions and features is ELSA Speak.	1-4
		Ability to access and operate ELSA Speak without difficulty.	1-4
3	User Friendliness	Use of features that are clear and easy to understand.	1-4
		Comfort in using ELSA Speak for learning pronunciation.	1-4
		Attractive and user-friendly application display.	1-4
4	Flexibility	Ability to use ELSA Speak anytime for pronunciation practice.	1-4
		Ability to practice pronunciation anywhere using ELSA Speak.	1-4
		Flexibility of ELSA Speak in supporting independent learning.	1-4
5	Learning Motivation	Ability of ELSA Speak to increase students' motivation in learning pronunciation.	1-4
		Ability of ELSA Speak to encourage students to practice pronunciation more often.	1-4
		Students' interest in learning pronunciation using ELSA Speak.	1-4
6	Effectiveness	Effectiveness of ELSA Speak in improving pronunciation skills.	1-4
		Ability of ELSA Speak to make pronunciation clearer and more accurate.	1-4
		Effectiveness of feedback provided by ELSA Speak on pronunciation errors.	1-4

(Akriono, 2024)

d. Advantages and Challenges of Using AI in Language Learning

1) Advantages of Using AI in Language Learning

a) Personalized and Adaptive Learning

AI allows language learning systems to become more personalized by adjusting the material, speed, and level of difficulty according to each student's ability. This adaptive system helps students learn more effectively and efficiently.

b) Self-paced Learning

With chatbots, virtual assistants, and AI-based applications such as Duolingo or Google Translate, students can learn anytime and anywhere. It supports lifelong learning.

c) Automated and Real-Time Feedback

AI is capable of providing direct feedback on errors in pronunciation, grammar, or writing. This is very helpful in correcting errors quickly and gradually improving language skills (Susanto & Pratama, 2022).

d) Simulations and Interactive Exercises

AI can create virtual conversational environments to practice pronunciation and listening skills in a more natural and interactive way through NLP (Natural Language Processing).

e) In-Depth Learning Needs Analysis

Through data analytics, AI can identify students' learning strengths and weaknesses, and recommend appropriate strategies or materials (Maulida & Hidayat, 2023).

2) Challenges of Using AI in Language Learning

a) Limitations of Local Language and Culture

Many AI applications still focus on global languages such as English, Spanish, or Chinese. Local languages or cultural nuances in language learning are often underpaid or inaccurate in interpretation.

b) Technology Dependency

The use of AI has the potential to reduce human-to-human interaction in the learning process, which can negatively impact the social and emotional aspects of language learning.

c) Data Quality and Accuracy of AI Systems

AI relies heavily on training data. If the data used is biased or incomplete, then the results can be wrong, especially in translation or language correction.

d) Limitations of Technology Infrastructure

Not all schools or educational institutions have access to adequate digital infrastructure to support the optimal implementation of AI.

e) Data Ethics and Privacy

The use of AI requires the collection and analysis of students' personal data. This raises concerns regarding privacy and data use ethics (Nugroho, 2021).

4. English Pronunciation Ability

a. **Definition of pronunciation**

Pronunciation is the way we pronounce a word. For foreign language learners, mastering pronunciation often poses its own unique challenges. First, in terms of listening (input), they frequently struggle to comprehend the accents of native speakers, which feature a wide variety of distinct sounds. Second, in terms of physical production (output), their speech organs are not yet accustomed to producing these unfamiliar sounds. Finally, they also often find it difficult to differentiate changes in intonation, such as rising and falling pitch patterns (Harmer, 2021).

Pronunciation involves the articulation of English sounds necessary for conveying meaning during spoken communication (Arjulayana & Martínez, 2022).

In conclusion, pronunciation is the core foundation of oral communication, functioning to convey meaning through the precise articulation of speech sounds. However, for foreign language learners, mastering pronunciation is a complex challenge that involves three main hurdles: auditory (difficulty understanding variations in native speakers' accents), physical (unfamiliarity of speech organs in producing new sounds), and suprasegmental (difficulty distinguishing between rising and falling intonation patterns). In other words, pronunciation is not merely about sounding out words, but rather a skill of processing input (listening) and generating output (pronunciation) to achieve effective communication.

b. Elements of Pronunciation

The scope of pronunciation encompasses segmental and suprasegmental components that interact simultaneously when someone speaks; hence, its learning process cannot be separated from the context of spoken language. While traditional approaches focused more on the segmental domain due to its ease of identification through written text, contemporary perspectives now suggest that suprasegmental aspects exert a far more significant impact on the intelligibility of the speaker's utterances (Lasi, 2020).

a) Supra Segmental aspects of pronunciation

1) Stress

Stress at both the word and sentence levels is an important aspect of mastering pronunciation. Word stress refers to the emphasis or accent placed on a particular syllable within a word. A stressed syllable is usually pronounced with greater loudness, longer duration, and a different pitch compared to other syllables in the same word.

In words consisting of two syllables, there is generally one stressed syllable and one unstressed syllable. Meanwhile, words with three or more syllables may contain, in addition to the primary stress, a secondary stress that is less prominent than the primary one. Therefore, word stress can be classified into three levels: primary stress, secondary stress, and unstressed syllables.

Languages can be categorized into two types based on their stress patterns, namely stress-timed languages and syllable-timed languages. In stress-timed languages, the duration of an utterance depends on the number of stresses within the sentence. English is one of the most prominent examples of this type of language. In contrast, in syllable-timed languages, the duration of an utterance is determined by the number of syllables spoken.

The teaching of word stress is considered as important as the teaching of individual sounds in English. Incorrect placement of stress may lead to difficulties in comprehension for native speakers, even when the individual sounds of the word are pronounced correctly. Therefore, mastery of word stress is an essential component of learning English pronunciation.

In addition to word stress, there is also stress at the sentence level, known as sentence stress. Sentence stress refers to the way emphasis or importance is given to particular words within an utterance. The words considered most important in a sentence tend to receive stress. Consequently, understanding and mastering both word stress and sentence stress are

necessary for improving clarity and intelligibility in spoken English communication.

Based on the explanation of word stress and sentence stress, it can be understood that stress is an essential element of English pronunciation that functions to emphasize particular syllables or words so that the intended meaning can be conveyed more clearly and understood more easily by listeners.

In English, the correct placement of stress greatly influences communication clarity because errors in stress placement may result in differences in meaning or difficulties in comprehension, even when the pronunciation of individual sounds is accurate. Therefore, mastery of both word stress and sentence stress is an important aspect of improving pronunciation ability and effective English-pronunciation ability.

2) Rhythm

Rhythm is an important aspect of English pronunciation that is related to the regular occurrence of word stress and syllables in spoken language. Since learners tend to transfer the rhythmic patterns of their first language to English, understanding English rhythm needs to be developed from the early stages of learning. English rhythm is centered on the syllable as its basic unit; therefore, the ability to recognize the number of syllables and their stress patterns is essential for improving intelligibility and listening comprehension. The teaching of rhythm can be carried out through the use of authentic materials such as songs or rhymes and can be integrated with the teaching of intonation and other aspects of

pronunciation through listening activities and language practice in real contexts.

Based on the explanation above, the researcher understands that rhythm is a pattern of regularity in English pronunciation that is formed through the arrangement of syllables and the placement of stress within an utterance. Good mastery of rhythm is important because it can help improve pronunciation clarity, listener comprehension, and listening skills in English. Therefore, the ability to understand and apply English rhythm should be developed from the early stages of learning through listening practice and the use of authentic materials so that oral communication can occur more effectively and naturally.

3) Voice Quality

Voice quality is one aspect of pronunciation that is related to the way speech organs function and are positioned consistently in producing the sounds of a language. This aspect influences the characteristics of a person's accent and overall voice quality, rather than only affecting the pronunciation of specific sounds. Since each language has different articulatory settings, English learners need to adjust the position and use of their speech organs to match the patterns used in English. Such adjustments can help learners produce more accurate sounds and improve their overall pronunciation, especially for those whose first language has articulatory characteristics that differ from English.

Based on the explanation above, the researcher understands that voice quality is an aspect of pronunciation related to the use and adjustment of speech organs in producing language sounds as a whole. Voice quality not only affects the

pronunciation of individual sounds but also determines the characteristics of a speaker's accent and speech clarity. Since each language has different articulatory patterns, English learners need to adapt the use of their speech organs to the patterns appropriate for English in order to produce pronunciation that is more natural, clear, and easily understood by listeners.

b) Segmental Aspects of Pronunciation

The ability to pronounce English sounds naturally is an important part of learning pronunciation. During the learning process, many learners experience difficulties in producing certain sounds, combining several sounds, and placing sounds appropriately within words. The sound system of English consists of phonemes, which are individual units of sound that function to distinguish meaning. These phonemes include vowels, diphthongs, which are combinations of two vowel sounds, triphthongs, which are combinations of three vowel sounds, and consonants. All of these sounds are produced through the movement and positioning of the tongue in different parts of the mouth.

To facilitate the learning process, English sounds can be explained through simple descriptions supported by a phonemic chart organized according to how and where the sounds are produced in the mouth. These sounds are represented using phonetic symbols or phonemic transcription, which can commonly be found in dictionaries. Therefore, understanding phonetic symbols is important for both teachers and learners because it can help improve accuracy in the teaching and learning of English pronunciation.

Consonant sounds are produced through the closure or partial obstruction of airflow at certain points within the oral cavity. Consonants are generally described based on three main characteristics: the place where the sound is produced (*place of articulation*), the way the sound is produced (*manner of articulation*), and the involvement of the vocal cords in producing the sound (*voicing*). Therefore, each consonant sound in English differs from others in at least one of these three characteristics. As a result, English consonant sounds can be classified according to their place and manner of articulation.

Based on the explanation above, the researcher understands that English sounds are the fundamental elements of pronunciation that play an important role in distinguishing meaning and creating clear communication. Mastery of various types of sounds, such as vowels, diphthongs, triphthongs, and consonants, as well as the ability to place these sounds correctly within words, is essential for producing accurate and intelligible pronunciation. Furthermore, understanding phonetic symbols and the process of sound production in the mouth can help both learners and teachers improve English pronunciation skills more effectively.

5. Pronunciation Skill Indicators

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	1-4
		Use of sentences that flow well without excessive repetition	1-4
		Pronunciation speed that is appropriate for the context and not rushed.	1-4
2	Accuracy	Accuracy in the pronunciation of English sounds and words according to standard English pronunciation	1-4

		Ability to pronounce vowels and consonant correctly	1-4
		Ability to avoid common pronunciation errors.	1-4
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	1-4
		Variation in pitch that matches the emotion and context of the sentences.	1-4
		Ability to use rising and falling tones in questions, statements, and exclamations.	1-4
4	Stressing	Ability to emphasize important words or phrases in a sentence.	1-4
		Appropriate use of stress to differentiate the meaning of sentences.	1-4
		Consistent stress on the correct syllables in longer words.	1-4

(Sari, 2016)

6. The Influence of AI Technology on English Pronunciation Skills

a. AI as a Pronunciation Training Media

Artificial Intelligence (AI) has brought great changes in the world of education, including in language learning, especially in pronunciation exercises or *Pronunciation*. AI acts as an interactive and adaptive media that is able to provide real-time feedback to learners in practicing the ability to pronounce words or sentences in foreign languages, such as English (Astuti, 2020).

One of the advantages of AI as a pronunciation training medium is its ability to recognize human voices, analyze spoken phonemes, and compare them to the standard pronunciation of native speakers. This technology allows students to instantly spot errors in pronunciation, so they can improve and improve their pronunciation ability independently without having to rely entirely on teachers.

Various AI-based applications, such as Google Speech Recognition, ELSA Speak, Duolingo, and Microsoft Azure Speech API,

have used the technique *speech recognition* and *Natural Language Processing* to identify and evaluate the quality of pronunciation. These apps offer pronunciation exercises tailored to the user's ability level, and some of them are even capable of providing specific feedback such as intonation, word pressure, and pronunciation errors of certain phonemes (Yulianingsih & Murni, 2022).

In the context of education in Indonesia, the use of AI as a medium for pronunciation training has great potential to be applied, especially in schools with limited access to native speakers or language teachers who have high competence in pronunciation. AI can be a cheap, flexible, and easily accessible learning companion through digital devices such as smartphones or laptops.

With a self-paced learning approach (*self-directed learning*) and technology-based, students can be more motivated and confident in improving pronunciation ability. The use of AI is also in line with the 21st century education paradigm that emphasizes digital literacy, active learning, and global competency mastery (Yulianingsih & Murni, 2022).

b. The Positive Impact of AI on Pronunciation Improvement

Artificial intelligence (AI) has made a great contribution to the world of language education, especially in improving skills pronunciation of learners. AI-based technologies, such as speech recognition apps and automated pronunciation training, allow learners to practice pronunciation ability independently, flexibly, and interactively (Yuliana, 2021).

a) Real-Time Feedback and Personalization

The AI provides instant feedback on pronunciation errors, including aspects of word pressure, intonation, and articulation. This technology helps students identify specific mistakes they make, and then provide suggestions for improvement tailored to each individual's needs.

b) Unlimited Repetitive Exercises

With the support of AI, learners can practice pronouncing as many words or sentences as they need without having to wait for a teacher. This allows for more intensive and personalized learning.

c) Interactive Simulation

AI also enables interaction with voice chatbots or automated conversational systems that simulate real conversations in the target language. This helps to increase students' confidence in pronunciation and strengthen phonetic comprehension through relevant contexts.

d) Adaptive Learning

The AI system is able to analyze the user's pronunciation data over time and adjust the difficulty level and type of exercise according to the student's progress. This makes the learning process more efficient and directed.

e) Broad and Inclusive Access

AI technology can be accessed through mobile devices, allowing learners from a variety of backgrounds to practice pronunciation anytime and anywhere. This is especially beneficial for students who are in remote areas or have limited access to expert teachers (Sari & Putra, 2022).

B. Relevant Research

The purpose of reviewing relevant research is to provide empirical foundations and clarify the position of this study in relation to previous works. Several studies concerning the use of Artificial Intelligence (AI) in English language education are presented below:

1. Dhanan Abimanto & Iwan Mahendro (2023) conducted a study measuring the impact of AI on learners' listening, pronunciation, reading, and writing skills. Utilizing a mixed-methods design, their findings showed a significant

improvement across all four language skills. The similarity to this study lies in investigating the impact of AI technology in an EFL context. However, while their study addressed multiple language skills through a mixed-methods approach, this research focuses strictly on students' pronunciation ability using a quantitative correlational design (Abimanto & Mahendro, 2023).

2. Ayuk Puput Wilujeng & Dina Kartika (2025) investigated the effectiveness of the ELSA Speak application in improving the English pronunciation accuracy of junior high school students. Utilizing a quantitative approach with a pre-experimental design, their findings showed a significant increase in students' pronunciation scores after using the application. The similarity to this study lies in investigating the impact of AI technology (ELSA Speak) to enhance pronunciation in an EFL context. However, while their research focused on skill improvement through an experimental treatment on junior high school students, this study examines students' usage intensity and cognitive engagement using a quantitative correlational design at the university level (Wilujeng & Karikawati, 2025)
3. Mochamad Sueb Gumelar, Ayu Fitrianiingsih, dan Oktha Ika Rahmawati (2026) conducted a study entitled "Improving Students' Pronunciation Using the ELSA Speak App at MTs Muhammadiyah 3 Sumberrejo." The study aimed to describe the implementation of the ELSA Speak application and examine its role in improving students' pronunciation ability. The researchers employed a Classroom Action Research (CAR) design consisting of two cycles. This research concluded that ELSA Speak is an effective technology-assisted learning medium for improving students' pronunciation ability (Gumelar et al., 2026).

Based on the three relevant studies reviewed above, several research gaps distinguish the present study from previous literature. First, in terms of the research participants, previous studies mainly involved junior high school

students, MTs students, and members of a university language organization, whereas the present study focuses on students of the English Education Study Program at Universitas Islam Ahmad Dahlan (UIAD) Sinjai. Second, regarding the research design, previous studies predominantly employed pre-experimental and Classroom Action Research (CAR) designs to examine the effectiveness of the ELSA Speak application after treatment. In contrast, the present study adopts a quantitative correlational design to investigate the influence of Artificial Intelligence (AI) technology, particularly the ELSA Speak application, on students' pronunciation ability. Finally, unlike previous studies that focused on measuring students' pronunciation improvement after implementing ELSA Speak, this study examines the relationship between the use of AI technology and students' pronunciation ability, thereby providing a different perspective on AI-assisted pronunciation learning in a higher education context.

C. Hypothesis

Based on the existing problems, the researcher proposes the following hypothesis.

- H0 : The use of AI technology has no influence on the Pronunciation ability at class 2024 English Education Study Program at UIAD Sinjai
- H1 : The use of AI technology influencethe Pronunciation ability at class 2024 English Education Study Program at UIAD Sinjai

CHAPTER III

RESEARCH METHODS

A. Research Type and Design

1. Types of Research

In this research, the researcher applied an ex post facto research design. This research was conducted after differences in the independent variable had occurred due to the natural progression of these events(Ummah, 2023).

The independent variable (X) is the students' intensity in utilizing Artificial Intelligence (AI) technology, specifically the ELSA Speak application, which had already been practiced naturally by the students prior to this research. Meanwhile, the dependent variable (Y) is the students' English pronunciation ability. Therefore, this ex post facto design was chosen to investigate whether there is a statistically significant influence of AI technology usage, as a pre-existing condition, on the students' pronunciation ability.

2. Research Approach

In conducting this research, the researcher used a quantitative research approach. This method was chosen to enable an in-depth statistical analysis of the relationship between the influence of AI and students' pronunciation fluency. By using carefully developed test instruments, the data could be collected systematically from a sample of students.

According to Ratna Wijayanti, a quantitative research approach emphasizes theory testing through the measurement of research variables using numerical data and the analysis of data through statistical procedures” (Wijayanti, 2015).

Sugiyono also defines the quantitative research approach in his book by stating that quantitative research can be interpreted as a research method based on the philosophy of positivism, used to examine particular populations or samples, with data collection using research instruments, quantitative or statistical data analysis, and the purpose of testing predetermined hypotheses” (Sugiyono, 2017).

Based on the explanations above regarding the quantitative research approach, it can be concluded that this research uses a quantitative method to systematically analyze the influence of the use of AI technology on the English pronunciation ability of students in the English Education Study program at UIAD Sinjai. This research approach enables the researcher to identify possible patterns or trends in the data, as well as to measure the extent to which the use of AI technology contributes to variations in students’ English pronunciation ability. Therefore, this research is expected to provide stronger insights into the influence of AI technology on students’ English pronunciation ability and to make a meaningful contribution to scientific understanding in this field.

B. Variable Definition

In conducting a research, there must be an object of research. The object of research may consist of people, objects, transactions, or events. Furthermore, a group of objects being studied is referred to as a population. In researching a population, the researcher focuses on one or more characteristics or attributes of the objects. Such characteristics are referred to as variables. The term variable itself originates from the fact that certain characteristics may vary among objects within a population (SidikPriadana, 2021).

In research activities, determining the research variables is one of the important stages that must not be overlooked and must be carried out carefully. If

the researcher makes an error in determining the research variables, the mistake will affect the application of the theory as well as the operational definitions

There are two types of variable in this research that are dependent variable and independent variable. The dependent variable (commonly referred to as the bound, endogenous, or consequent variable) serves as the primary focal point of a study, upon which the entire research problem and objectives are centered. As the core phenomenon intended to be explained or resolved, this variable dictates the direction and topic of the research, and its quantity can range from one to several, depending on the complexity of the analytical goals to be achieved. An independent variable—also designated as an exogenous, predictor, or free variable—refers to an influencing factor that exerts either a positive or negative impact on the dependent variable. Within a research framework, its primary purpose is to elucidate, quantify, and forecast the variations occurring within the dependent variable based on the scope of the investigation (Haifa et al., 2025)

1. Independent Variable

The independent variable in this research is the use of Artificial Intelligence (AI) technology, particularly the ELSA Speak application. ELSA Speak is an AI-powered application that use Automatic Speech Recognition (ASR) and Natural Language Processing (NLP) to analyze learners' pronunciation and provide feedback. In this study, the use of ELSA Speak is measured through students' perceptions of it's usefulness, ease of use, user-friendliness, flexibility, learning motivation in supporting pronunciation practice.

2. Dependent Variable

The dependent variable in this research is students' English pronunciation ability at the Class of 2024 English Education Study Program

at UIAD Sinjai. It is measured through a pronunciation performance test covering four aspects: fluency, accuracy, intonation, and stressing.

C. Place and Time of Research

1. Research Place

This research was conducted at Universitas Islam Ahmad Dahlan Sinjai, located on Jl. Sultan Hasanuddin No. 20, Balangnipa Village, North Sinjai District, Sinjai Regency.

2. Research Time

This research required approximately one month and was conducted starting in November 2025 academic year to May 2026.

D. Population and Sample

1. Research Population

Population refers to the entire group of research subjects, while a sample is a portion of that population. Values calculated and obtained from a population are referred to as parameters. Population represents the total number of subjects to be studied by a researcher. For example, 1,000 individuals may be considered a population because they are involved in a particular research. Furthermore, another view states that, literally, population refers to all variables related to the topic under investigation” (SidikPriadana, 2021). The population in this research were the students at class 2024 English Education Study program at UIAD Sinjai.

Table 3.1
Population of Research

Class	Total
A	16
B	18

(Documentation of UIAD Sinjai, 2025)

2. Research Sample

A sample is a part of the population that has characteristics similar to those of the population itself. A sample is also referred to as a representative of the population. The calculated values obtained from a sample are called statistics” (SidikPriadana, 2021). “This research used non-probability sampling in the form of purposive sampling. Purposive sampling was selected because it allows the researcher to choose participants based on specific criteria that are most relevant to the research objectives. The specific criterion used in selecting the sample was the intensity of using ELSA Speak. Based on the researcher's preliminary observation, students in Class B demonstrated a higher frequency of using the AI tool (ELSA Speak) and more active engagement than students in Class A. Students in Class A did not meet the specific level of usage intensity required for this study. Therefore, the sample consisted of 18 students from Class B of the English Education Study Program at Ahmad Dahlan Islamic University of Sinjai during the 2024/2025 academic year.

E. Data Collection Techniques

The data collection techniques used to obtain accurate and valid data involved several methods considered appropriate and relevant to the research problem. These methods included:

1. Test

A test is a measuring instrument administered to individuals to assess their skills, knowledge, intelligence, abilities, or talents, either individually or in groups. The test method is a tool or procedure used to determine something through established procedures and rules” (Yullianti, 2018).

In this research, a performance test (practical test) was used in the form of an English pronunciation task assisted by AI technology. This technique was used to obtain data on the influence of the use of AI technology

on students' pronunciation ability in the English Education Study program at Universitas Islam Ahmad Dahlan Sinjai.

2. Questionnaire

This questionnaire used to assess students' responses to the AI Applications for English Language Learning pronunciation. The questionnaire gathers information about students' views on satisfaction, the influence of the application in pronunciation ability, and its impact on their engagement during learning. Additionally, it explores the ease of used of the application and the enjoyment experienced while learning.

3. Documentation

Documentation is the process of collecting, organizing, and storing information in the form of documents or written records.

F. Research Instruments

1. Questionnaire sheet

The questionnaire serves as a tool to assess students' perceptions after using the AI Applications for English Language Learning pronunciation, supporting the findings of this research. It contains 17 items rated on a 1–4 Likert scale, where 1 represents "strongly disagree" and 4 represents "strongly agree." This scale aims to evaluate students' level of agreement on various elements of the AI Applications for English Language Learning pronunciation, including its user-friendliness, influence in enhancing pronunciation, and overall satisfaction. The responses are expected to offer valuable insights into students' experiences with the application.

2. Test Sheet

For the test sheet instrument, variable Y was measured using a performance test in the form of anpronunciation ability test.

3. Documentation Sheet

The documentation sheet consisted of a list of research documents, including anquestionare sheet, test sheets, photographs of the research activities, and other documents related to the research.

G. Data Analysis Techniques

Data analysis techniques are methods used to process data into information. In conducting a research, data need to be analyzed so that they can be understood more easily. Data analysis is also necessary to obtain solutions to the research problems being investigated” (SidikPriadana, 2021). “The data analysis techniques used in this research are as follows:

a. Validity Test

Each item in the research instrument is used to describe a particular variable” (Malay, 2022). “A valid instrument means that the measuring tool used is capable of obtaining valid data. Validity indicates that the instrument can be used to measure what it is intended to measure” (Sugiyono, 2017). “The validity test in this research used the Product Moment correlation formula, with the testing criterion that if the value of r-count is greater than r-table, the item is considered valid, whereas if the value of r-count is lower than r-table, the item is considered invalid” (Firdaus, 2021). “In this research, the instrument validity test was conducted with the assistance of IBM SPSS Statistics software.

This technique was chosen to measure the extent to which the measuring instrument used in this research is reliable and valid. By applying the instrument validity test, this research seeks to ensure that the instrument used can measure the variables accurately and consistently. Therefore, the results of this analysis will provide a strong basis for evaluating the influence of AI technology on the English pronunciation ability of students in the English Education Study program.

b. Test ReliabilityInstrument

Reliability testing in research is carried out to determine the consistency of the measuring instruments used (questionnaires and tests), whether the measuring instruments use are reliable and remain consistent if the measurements are repeat. Research instrument was said to be reliable when students' answers from questionnaire and test were consistent and stable over time. The research instrument test was said to be reliable if the reliability coefficient was ≤ 0.70 (Priadana & SuNarsi 2021).

Reliability can also be test using SPSS. In this research, the questionnaire instrument and test questions that have been declared valid will then be tested for reliability.

c. Normality Test

The purpose of the normality test is to determine whether the data of AI technology and students pronunciation ability come from a normally distributed population. The Shapiro–Wilk test was used to examine normality. The test was conducted using IBM SPSS Statistics with a significance level of 0.05. The criteria for the test were as follows” (Rahayu, 2012):

- a) If Sig. > 0.05, the data are considered normally distributed.
- b) If Sig. < 0.05, the data are considered not normally distributed.

After the research was conducted, the data obtained from variable X and variable Y were analyzed as the next step of the research.

d. Linearity test

The linearity test is a technique used to determine whether the distribution of research data shows a linear relationship or not. This test is conducted to verify that each independent variable has a linear relationship with the dependent variable” (Nanda Hanief & Himawanto,

2017). “The relationship between the independent variable and the dependent variable is considered linear if the Sig. Deviation from Linearity > 0.05. In this research, the linearity test was conducted with the assistance of IBM SPSS Statistics software.

The linearity test is an important statistical approach to identify whether the use of AI technology has a linear influence on students' English pronunciation ability. This test is useful for understanding the extent to which changes in one variable consistently correspond to changes in another variable within a linear relationship.

e. Simple Linear Regression Analysis

Simple linear regression analysis is a statistical analysis technique used to examine the relationship between one independent variable and one dependent variable. This analysis aims to determine the magnitude of the influence of the independent variable on the dependent variable as well as to predict the value of the dependent variable based on changes in the independent variable. Furthermore, simple linear regression serves as the foundation for the development of more complex statistical analyses, such as multiple regression, path analysis, and structural analysis. In the field of education, this analysis is frequently used to measure the influence of various factors, such as motivation, interest, discipline, and learning environment, on students' learning outcomes.

The general formula for simple linear regression is:

$$Y = a + bX$$

Where:

Y = Students pronunciation ability (Dependent Variable)

a = Constant (Y-intercept)

b = Regression coefficient of variable X

X = Artificial Intelligence Technology (Independent Variable)
(Lestari et al., 2026)

f. Hypothesis Test (T-Test)

To test the research hypothesis and determine whether the independent variable partially exerts a significant influence on the dependent variable, a statistical t-test (partial test) was conducted. The criteria for decision-making in the t-test based on the SPSS output are as follows:

- a) If Sig. < 0.05, then H0 is rejected and H1 is accepted. It implies that the use of AI technology significantly influences students' pronunciation ability.
- b) If Sig. > 0.05, then H0 is accepted and H1 is rejected. It implies that the use of AI technology does not significantly influence students' pronunciation ability (Nanda Hanief & Himawanto, 2017).

To determine whether there is an influence between variable X and variable Y, the data analysis technique used to test the hypothesis in this research was regression analyst technique and coefficient of determination.

g. Coefficient Determination Technique

The coefficient of determination is used to determine the extent to which the independent variable is able to explain the variation that occurs in the dependent variable. The value of the coefficient of determination ranges from 0 to 1. The closer the value is to 0, the smaller the ability of the independent variable to explain its influence on the dependent variable. Conversely, the closer the value is to 1, the greater the ability of the independent variable to explain the variation or influence that occurs in the dependent variable (Fatmawati & Sari, 2020).

CHAPTER IV

RESEARCH FINDINGS

A. Result and Discussion of The Research

1. Result of The Research

a. Descriptive Statistics

The reseacher used descriptive statistiscal analysis for the average value of questionnaire and pronouncation test results in this research. The researcher used the SPSS 26 in analyzing the research data. The descriptive statistics analysis was conducted to describe the basic characteristics of the data obtained from the two variables in this study, namely AI technology (X) and pronunciation ability (Y). This analysis includes the minimum and maximum scores of each variable.

Table 4.1
Descriptive Statistics Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X	18	40.00	65.00	53.3889	7.83010
Y	18	65.00	96.00	81.8889	9.77325
Valid N (listwise)	18				

Based on the results of data analysis, the minimum score of the AI technology variable (X) is 40.00, while the maximum score is 65.00. This indicates that the level of students' use or exposure to AI technology varies, with some students having relatively low scores and others achieving higher scores within the given range.

Meanwhile, the pronunciation ability variable (Y) shows that the minimum score obtained by students is 65.00, while the maximum score is 96.00. This shows that students' pronunciation ability is

generally at a moderate to high level, with differences in achievement among students.

The results show that the descriptive data indicate variation in both AI technology usage and pronunciation ability among students. These variations suggest that further analysis is needed to determine whether AI technology has a significant influence on students' pronunciation ability

b. Validity and Reliability Test

1) Validity of The Test

The validity test was conducted to determine whether the research instrument was valid and appropriate for measuring the influence of Artificial Intelligence technology on students' pronunciation ability. The validity of the questionnaire was analyzed using Pearson Product Moment Correlation through SPSS version 26. The instrument consisted of 17 items and was administered to 18 respondents.

The result of the validity test of questionnaires and pronunciation test are as follows:

Table 4.2
Questionnaires Validity of The Test

Correlation			
Questionnaire Items	Pearson Correlation	Rtabel (Sig. 0,05)	Criteria
P1	0,538	0,468	Valid
P2	0,514	0,468	Valid
P3	0,655	0,468	Valid
P4	0,654	0,468	Valid
P5	0,591	0,468	Valid

P6	0,536	0,468	Valid
P7	0,774	0,468	Valid
P8	0,729	0,468	Valid
P9	0,596	0,468	Valid
P10	0,721	0,468	Valid
P11	0,724	0,468	Valid
P12	0,795	0,468	Valid
P13	0,684	0,468	Valid
P14	0,682	0,468	Valid
P15	0,711	0,468	Valid
P16	0,874	0,468	Valid
P17	0,784	0,468	Valid

Based on the result of the validity test, the value of r-table at the significance level of 0,05 with N = 18 was 0.4683. The findings showed that all questionnaire items obtained r-count values higher than the r-table value (r-count > r-table). Therefore, all 17 items were declared valid and could be used as the research instrument.

Table 4.3
Pronunciation Test Validity of The Test

Correlation			
Pronoucation Indicator Items	Pearson Correlation	Rtabel (Sig. 0,05)	Criteria
P1	0,617	0,468	Valid
P2	0,553	0,468	Valid
P3	0,517	0,468	Valid
P4	0,600	0,468	Valid

P5	0,485	0,468	Valid
P6	0,480	0,468	Valid
P7	0,514	0,468	Valid
P8	0,504	0,468	Valid
P9	0,495	0,468	Valid
P10	0,529	0,468	Valid
P11	0,505	0,468	Valid
P12	0,517	0,468	Valid

The validity test was conducted to determine whether the pronunciation test instrument was valid and appropriate for measuring students' pronunciation ability. The pronunciation test consisted of 10 English words, while students' performances were assessed using 12 pronunciation assessment indicators. The validity analysis was conducted using Pearson Product Moment Correlation with the assistance of SPSS version 26.

Based on the result of the validity test, the value of r-table at the significance level of 0,05 with $N = 18$ was 0.4683. The findings showed that all 12 assessment indicators obtained r-count values higher than the r-table value. Therefore, all indicators were considered valid and suitable for assessing students' pronunciation ability.

2) Reliability of The Test

In this research, the reliability test used the Cronbach Alpha moment using SPSS version 26 for windows. A research instrument is considered reliable if the Cronbach's Alpha coefficient is grather than or equal to 0,70 ($\alpha \leq 0,70$). Conversely, if the Cronbach's Alpha coefficient is less than 0,70 ($\alpha < 0,70$), the instrument is considered unreliable and requires revision. The result of the reliability test of 17 statement item questionnaires and 12 assesment indicators from test are follows:

Table 4.4
Questionnaire Reliability of The Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.928	17

Based on the table 4.3 of the reliability test results above, it can be seen that the Cronbach's Alpha value is $0,928 \leq 0,70$. It means that the questionnaire items have a perfect of reliability.

Table 4.5
Pronunciation Test Reliability of The Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.735	12

Based on the table 4.4 of the reliability test results above, it can be seen that the Cronbach's Alpha value is $0,735 \leq 0,70$. It means that the questionnaire items have a high level of reliability.

c. Inferential Statistics

The prerequisite test was carried out to test the data that has been obtained so that the hypothesis can be tested. The prerequisite test was the normality test.

1) Normality Test

The normality test was carried out to find out whether the data is normally distributed or not. The normality test in this research used Shapiro Wilk with the condition that the significance level was > 0.05 using SPSS 26.0 for windows. The following are the normality result obtained:

Table 4.6
Normality Test Result

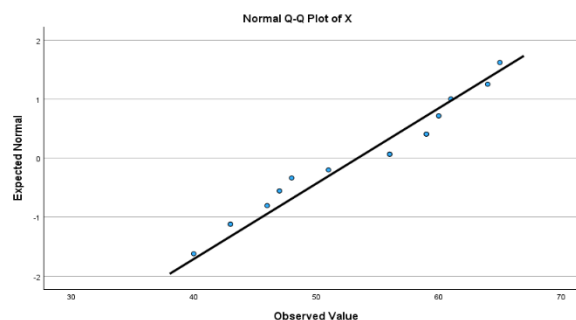
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
AI	,205	17	,055	,922	17	,161
Pronouncat ion	,104	17	,200*	,980	17	,956
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

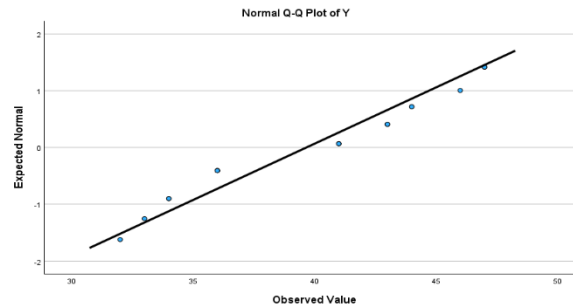
Based on the result of the Shapiro-Wilk normality test above, it shows that the significance value produced are Sig 0,161 and Sig 0,956 or the value of Sig > 0.05. It can be said that the variable X (AI Technology) and variable Y (Pronunciation Ability) were distributed normally.

Based on the findings above, it can be concluded that the data met the assumption of normality and were appropriate for further statistical analysis. Therefore, the data could be used to examine the influence of Artificial Intelligence Technology on Students' Pronunciation Ability at the 2024 Class of the English Education Study Program at UIAD Sinjai.

Graphic 4.1

Q-Q Plot





(Source : Result of Analysis with SPSS 26)

The normality of the data can also be seen from the Q-Q Plot. The Normality test with the Q-Q Plot can be determined by looking at the distribution of the points. If the points were close to the diagonal line it can be concluded that the data is normally distributed, but if on the other hand the points were very far from the diagonal line then the data is not normally distributed (Handari et al., 2022)

Based on the normal Q-Q Plot above, if the points are located around the diagonal line. Therefore it can be concluded that the value of the variable x and variable y result normally distributed.

2) Linearity of The Test

The linearity test was conducted to determine whether there was a linear relationship between the independent variable, Artificial Intelligence Technology (X), and the dependent variable, Students' Pronunciation Ability (Y). The test was performed using SPSS version 26 through the ANOVA Test for Linearity.

Table 4.7
Linearity Test Result

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Pronunciation * AI	Between Groups	(Combined)	181,275	10	18,127	5,530	,024
		Linearity	134,286	1	134,286	40,968	,001
		Deviation from Linearity	46,989	9	5,221	1,593	,294
	Within Groups		19,667	6	3,278		
	Total		200,941	16			

Based on the results of the linearity test presented in Table 4.6, the significance value of Deviation from Linearity was 0.294. Since the significance value was greater than 0.05 ($0.294 > 0.05$), it indicates that there was no significant deviation from linearity between the variables. Therefore, the relationship between Artificial Intelligence Technology and Students' Pronunciation Ability can be considered linear.

Based on the results above, it can be concluded that the relationship between Artificial Intelligence Technology and Students' Pronunciation Ability was linear. Therefore, the data met the linearity assumption and could be used for further statistical analysis in this study.

3) Simple Linear Regression Analysis

To determine the relationship and the direction of influence between Artificial Intelligence technology (Variable X) and students' pronunciation ability (Variable Y), a simple linear regression analysis was conducted. The statistical computation was performed using IBM

SPSS Statistics software, and the results of the coefficient analysis are presented in Table 4.8 below :

Table 4.8
Simple Linear Regression Result

Coefficients^a						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	21,326	3,806		5,603	,000
	AI	,386	,070	,817	5,497	,000
a. Dependent Variable: Pronunciation						

Based on the Unstandardized Coefficients column (B) in Table 4.8, the constant value (α) is 21.326 and the regression coefficient for the AI variable (b) is 0.386. Therefore, the simple linear regression equation model can be formulated as follows:

$$Y = 21.326 + 0.386X$$

The regression equation can be interpreted as follows:

- The constant value (α) of 21.326 implies that if the intensity of AI technology usage (Variable X) is zero or absent, the baseline score of the students' pronunciation ability (Variable Y) is already at 21.326.
- The regression coefficient for Variable X (β) is 0.386. The positive value indicates a direct and positive relationship between the two variables. This means that for every one-unit increase in the utilization of AI technology, the students' English pronunciation ability will increase by 0.386.

4) Hypothesis Test (T-Test)

Following the formulation of the regression equation, a statistical t-test (partial test) was performed to examine the significance of the hypothesis. Based on the SPSS output in Table 4.8, the t-value for the AI variable is 5.497 with a significance value (Sig.) of 0.000 (or < 0.001). The criteria for decision-making stipulate that if the significance value is less than 0.05 (Sig. < 0.05), the null hypothesis (H_0) is rejected. Since the obtained significance value is $0.000 < 0.05$, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

This indicates that the use of AI technology has a statistically significant effect on students' pronunciation ability.

5) Coefficient of Determination

The coefficient of determination was used to measure the extent to which AI technology contributes to students' pronunciation ability.

Table 4.9

Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,817 ^a	,668	,646	2,10801
a. Predictors: (Constant), AI				

The SPSS result shows that the R Square value is 0.668. This indicates that 66% of the variation in students' pronunciation ability is associated with AI technology, while the remaining 34% is associated with other factors not included in this study, such as learning motivation, practice habits, learning environment, and other external variables.

2. Discussion of The Research

The research findings demonstrate that the use of Artificial Intelligence (AI) technology has a significant influence on the pronunciation ability of the Class 2024 of English Education Department students at UIAD Sinjai. This finding is statistically proven through simple linear regression analysis, which reveals a significance value of 0.000 decisively lower than the standard significance threshold of 0.05. Consequently, the alternative hypothesis (H_1) is accepted, while the null hypothesis (H_0) is rejected. The rejection of (H_0) means that the initial assumption stating there is no significant influence of AI technology on students' pronunciation skills has been statistically debunked. Conversely, the acceptance of (H_1) confirms that the utilization of AI technology exerts a substantial and statistically significant impact on improving students' English pronunciation. This outcome indicates that the improvement in students' pronunciation is not a product of mere coincidence, but is heavily driven by their interactions with AI tools.

This quantitative finding proves that students' pronunciation skills encompassing fluency, accuracy, intonation, and word stressing are significantly shaped by the intensity of their interaction with AI technology. The influence of AI technology is deeply rooted in Cognitive Learning Theory and Constructivist perspectives. From a cognitive viewpoint, language learning is not merely a passive process of habit imitation, but rather an active, internal mental activity of receiving, processing, storing, and retrieving complex information. Mastering foreign language pronunciation is an activity that demands a high cognitive load, as students must overcome three primary barriers: auditory processing to recognize foreign sounds, physical coordination of speech organs (such as the tongue and lips), and the structuring of suprasegmental aspects like intonation and word stress (Thayyibi & Ratnasari, 2022). Aligned with this, the Constructivist

perspective emphasizes that knowledge is actively constructed by learners through direct experience and self-reflection(Putri et al., 2024).

When students practice using the ELSA Speak application, this technology functions as an external cognitive stimulus that facilitates how the human brain processes information based on Allan Paivio's Dual-Coding Theory. This theory posits that the human brain processes information through two separate yet interconnected channels: the visual channel and the verbal channel (Listiyani et al., 2025). The Automatic Speech Recognition (ASR) feature within this application perfectly applies this theory by providing real-time visual corrections through color-coded indicators, juxtaposed simultaneously with audio or verbal models from native speakers.

Although numerous previous studies have discussed the utility of AI in a general sense, this study possesses its own distinct uniqueness regarding its subject context and location, which can be analyzed using Larry Selinker's Interlanguage Theory. Selinker's theory explains that second language learners develop a unique language system that sits between their native language and the target language, where pronunciation errors are an inherent part of this developmental process(Wang & Fan, 2020).

Most previous research, such as those conducted by Abimanto and Mahendro (2023), Wilujing and Karikawati (2025), and Gumelar et al. (2026), primarily employed pre-experimental or Classroom Action Research (CAR) designs to evaluate the effectiveness of the ELSA Speak application by comparing students' pronunciation performance before and after treatment. In contrast, this study employs a quantitative correlational approach combined with a direct performance analysis of English Education Study Program students at Universitas Islam Ahmad Dahlan (UIAD) Sinjai to examine the influence of Artificial Intelligence (AI) technology, particularly the ELSA Speak application, on students' pronunciation ability. A unique finding reveals that for pre-service English teachers, interacting with AI is no longer

just about acquiring basic vocabulary; instead, it serves as a critical self-evaluation tool. They utilize this technology in a structured manner to mitigate the interference of local dialects and refine advanced pronunciation aspects, such as phonemic sound precision, sentence rhythm, and vocal character adaptation according to the speaking context.

Therefore, taken as a whole, the results of this study confirm that the utilization of Artificial Intelligence (AI) technology through the ELSA Speak application provides a tangible and statistically significant contribution to enhancing the pronunciation skills of the class 2024 of English Education Department students at UIAD Sinjai. The success of this interaction is grounded in strong mental stimulation in accordance with the principles of Cognitive Learning Theory, Constructivism, and Dual-Coding Theory. The uniqueness of this research lies in its quantitative survey approach and direct performance analysis, which examines the autonomous interlanguage development of future educators within the ecosystem of a local Islamic university, thereby distinguishing it from previous experimental studies.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings and data analysis, it can be concluded that the utilization of Artificial Intelligence (AI) technology, specifically through the ELSA Speak application, has a positive and significant influence on students' English pronunciation ability in the Class of 2024 English Education Study Program at UIAD Sinjai. The empirical data confirms that the integration of AI in learning significantly enhances various aspects of students' pronunciation, including their fluency, accuracy, intonation, and word stressing. This is supported by the statistical analysis which shows a significance value of 0.000 (lower than 0.05), indicating that the hypothesis is accepted. Furthermore, the coefficient of determination ($R^2 = 0.668$) indicates that 66,8% of the variance in students' English pronunciation ability is explained by the use of AI technology (ELSA Speak), while the remaining 33,2% may be explained by other factors not examined in this research. These findings suggest that AI technology, particularly ELSA Speak, is an effective tool for supporting the development of students' English pronunciation skills.

B. Conclusion

Based on the findings and conclusions of this research, several recommendations are proposed for related parties:

1. For English lecturers, it is recommended to integrate AI-based applications such as speech recognition tools and pronunciation learning platforms into classroom activities to provide students with more opportunities for independent practice and immediate feedback on their pronunciation performance.

2. For students, it is suggested that they make consistent use of AI-based learning applications as supplementary learning tools to improve pronunciation accuracy, fluency, stress patterns, and intonation outside the classroom environment.
3. For the English Education Study Program and educational institutions, it is recommended to support the implementation of AI-assisted learning by providing access to digital resources, technological infrastructure, and training programs that enhance students' digital literacy and language learning skills.
4. For future researchers, it is recommended to conduct studies involving larger samples, different educational contexts, or experimental research designs in order to obtain broader evidence regarding the effectiveness of AI technology in improving pronunciation skills. Future studies may also investigate other language skills such as speaking fluency, listening comprehension, vocabulary acquisition, or writing proficiency to expand the understanding of AI implementation in English language learning.

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APPENDICES

Appendix 1 Students test sheet

**Test Pronunciation**

Name :

Nim :

Date :

A. Word Pronunciation Test**Instruction:** Pronounce the following words correctly.

No.	Words
1	Artificial
2	Intelligence
3	Pronunciation
4	Technology
5	Communication
6	Development
7	Education
8	Improvement
9	Ability
10	Feedback

B. Pronunciation Test**Instruction:** Answer the following questions orally for 1–2 minutes!

1. What do you think about using AI in learning English pronunciation?
2. How does technology help you improve your pronunciation ability ?
3. Do you enjoy using AI applications in learning English? Why?

C. Assessment Score

Score	Criteria
4	Excellent
3	Good
2	Fair
1	Poor

D. Assessment Sheet

Name :

NIM :

Date :

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	
		Use of sentences that flow well without excessive repetition	
		Pronunciation speed that is appropriate for the context and not rushed.	
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	
		Correct use of grammar and sentence structure.	
		Ability to avoid common pronunciation errors.	
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	
		Variation in pitch that matches the emotion and context of the sentences.	
		Ability to use rising and falling tones in questions, statements, and exclamations.	
4	Stressing	Ability to emphasize important	

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	
		Consistent stress on the correct syllables in longer words.	

Total score : _____

Maximum score : 48

Final score : _____

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : _____

Interval	Category
85-100	Excellent
69-84	Good
53-68	Fair
0-52	Poor



Test Pronunciation

Name : Aidil Saputra

Nim : 240110034

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	3
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	4
		Correct use of grammar and sentence structure.	3
		Ability to avoid common pronunciation errors.	4
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	4
		Variation in pitch that matches the emotion and context of the sentences.	4
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important words or phrases in a sentence.	4
		Appropriate use of stress to differentiate the meaning of sentences.	4

		Consistent stress on the correct syllables in longer words.	4
--	--	---	---

Total score : 46

Maximum score : 48

Final score : 96

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Excellent



Test Pronunciation

Name : Husni Mahya

Nim : 240110024

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	3
		Use of sentences that flow well without excessive repetition	2
		Speaking speed that is appropriate for the context and not rushed.	3
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	4
		Correct use of grammar and sentence structure.	4
		Ability to avoid common pronunciation errors.	2
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	2
		Variation in pitch that matches the emotion and context of the sentences.	3
		Ability to use rising and falling tones in questions, statements, and exclamations.	4

4	Stressing	Ability to emphasize important words or phrases in a sentence.	2
		Appropriate use of stress to differentiate the meaning of sentences.	3
		Consistent stress on the correct syllables in longer words.	2

Total score :34

Maximum score : 48

Final score : 71

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Good



Test Pronunciation

Name : A.UswatunHasanah

Nim : 240110033

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	4
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	4
		Correct use of grammar and sentence structure.	4
		Ability to avoid common pronunciation errors.	3
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	2
		Variation in pitch that matches the emotion and context of the sentences.	3
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	4

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	4
		Consistent stress on the correct syllables in longer words.	4

Total score : 44

Maximum score : 48

Final score : 92

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Excellent



Test Pronunciation

Name : Cinta Nabila Rahayu

Nim : 240110023

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	3
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	4
		Correct use of grammar and sentence structure.	4
		Ability to avoid common pronunciation errors.	3
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	4
		Variation in pitch that matches the emotion and context of the sentences.	4
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	4

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	2
		Consistent stress on the correct syllables in longer words.	4

Total score : 44

Maximum score : 48

Final score : 92

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category :Excellent



Test Pronunciation

Name : SusilawatiArsyad

Nim : 240110026

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	2
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	4
		Correct use of grammar and sentence structure.	3
		Ability to avoid common pronunciation errors.	4
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	4
		Variation in pitch that matches the emotion and context of the sentences.	4
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	2

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	4
		Consistent stress on the correct syllables in longer words.	4

Total score : 43

Maximum score : 48

Final score : 90

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Excellent



Test Pronunciation

Name : ArinilHidayah

Nim : 240110027

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	4
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	3
		Correct use of grammar and sentence structure.	4
		Ability to avoid common pronunciation errors.	2
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	4
		Variation in pitch that matches the emotion and context of the sentences.	4
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	4

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	2
		Consistent stress on the correct syllables in longer words.	4

Total score : 43

Maximum score : 48

Final score : 90

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Excellent



Test Pronunciation

Name : Ulfadra

Nim : 240110032

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	2
		Speaking speed that is appropriate for the context and not rushed.	2
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	4
		Correct use of grammar and sentence structure.	4
		Ability to avoid common pronunciation errors.	4
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	4
		Variation in pitch that matches the emotion and context of the sentences.	3
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	3

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	3
		Consistent stress on the correct syllables in longer words.	4

Total score : 41

Maximum score : 48

Final score : 85

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Excellent



Test Pronunciation

Name : Andini Nurul Azizah Ramadani

Nim : 240110022

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	4
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	4
		Correct use of grammar and sentence structure.	4
		Ability to avoid common pronunciation errors.	4
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	2
		Variation in pitch that matches the emotion and context of the sentences.	3
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	2

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	4
		Consistent stress on the correct syllables in longer words.	2

Total score : 41

Maximum score : 48

Final score : 85

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category :Excellent



Test Pronunciation

Name : SuciRamadani

Nim : 240110025

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	3
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	3
		Correct use of grammar and sentence structure.	4
		Ability to avoid common pronunciation errors.	4
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	4
		Variation in pitch that matches the emotion and context of the sentences.	3
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	2

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	4
		Consistent stress on the correct syllables in longer words.	2

Total score : 41

Maximum score : 48

Final score : 85

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Excellent



Test Pronunciation

Name : Ferdi Hariansyah

Nim : 240110020

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	2
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	3
		Correct use of grammar and sentence structure.	3
		Ability to avoid common pronunciation errors.	3
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	2
		Variation in pitch that matches the emotion and context of the sentences.	4
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	3

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	1
		Consistent stress on the correct syllables in longer words.	3

Total score : 36

Maximum score : 48

Final score : 75

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Good



Test Pronunciation

Name : Andi Ninin

Nim : 240110021

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	3
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	4
		Correct use of grammar and sentence structure.	4
		Ability to avoid common pronunciation errors.	4
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	4
		Variation in pitch that matches the emotion and context of the sentences.	4
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	4

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	4
		Consistent stress on the correct syllables in longer words.	4

Total score : 47

Maximum score : 48

Final score : 98

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Excellent



Test Pronunciation

Name : Saderiani
Nim : 240110031
Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	4
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	4
		Correct use of grammar and sentence structure.	4
		Ability to avoid common pronunciation errors.	4
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	4
		Variation in pitch that matches the emotion and context of the sentences.	4
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	3

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	4
		Consistent stress on the correct syllables in longer words.	4

Total score : 47

Maximum score : 48

Final score :98

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Excellent



Test Pronunciation

Name : Rini Zulfaridah

Nim : 240110037

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	2
		Speaking speed that is appropriate for the context and not rushed.	2
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	4
		Correct use of grammar and sentence structure.	3
		Ability to avoid common pronunciation errors.	3
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	3
		Variation in pitch that matches the emotion and context of the sentences.	3
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	4

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	2
		Consistent stress on the correct syllables in longer words.	2

Total score : 36

Maximum score : 48

Final score : 75

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Good



Test Pronunciation

Name : Nurlia

Nim : 240110035

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	3
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	3
		Correct use of grammar and sentence structure.	3
		Ability to avoid common pronunciation errors.	2
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	4
		Variation in pitch that matches the emotion and context of the sentences.	4
		Ability to use rising and falling tones in questions, statements, and exclamations.	1
4	Stressing	Ability to emphasize important	2

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	3
		Consistent stress on the correct syllables in longer words.	3

Total score : 36

Maximum score : 48

Final score : 75

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Good



Test Pronunciation

Name : Nurul Amalia

Nim : 240110029

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	3
		Use of sentences that flow well without excessive repetition	3
		Speaking speed that is appropriate for the context and not rushed.	4
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	3
		Correct use of grammar and sentence structure.	3
		Ability to avoid common pronunciation errors.	3
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	3
		Variation in pitch that matches the emotion and context of the sentences.	3
		Ability to use rising and falling tones in questions, statements, and exclamations.	1
4	Stressing	Ability to emphasize important	3

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	4
		Consistent stress on the correct syllables in longer words.	3

Total score : 36

Maximum score : 48

Final score : 75

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Good



Test Pronunciation

Name : WidyaJulhasiska

Nim : 240110030

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	3
		Use of sentences that flow well without excessive repetition	3
		Speaking speed that is appropriate for the context and not rushed.	1
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	3
		Correct use of grammar and sentence structure.	4
		Ability to avoid common pronunciation errors.	2
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	4
		Variation in pitch that matches the emotion and context of the sentences.	4
		Ability to use rising and falling tones in questions, statements, and exclamations.	2
4	Stressing	Ability to emphasize important	3

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	2
		Consistent stress on the correct syllables in longer words.	3

Total score : 34

Maximum score : 48

Final score : 71

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Good



Test Pronunciation

Name : Agam Maulana Risky

Nim : 220110012

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	4
		Use of sentences that flow well without excessive repetition	4
		Speaking speed that is appropriate for the context and not rushed.	2
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	3
		Correct use of grammar and sentence structure.	1
		Ability to avoid common pronunciation errors.	4
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	3
		Variation in pitch that matches the emotion and context of the sentences.	3
		Ability to use rising and falling tones in questions, statements, and exclamations.	2
4	Stressing	Ability to emphasize important	2

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	2
		Consistent stress on the correct syllables in longer words.	3

Total score : 33

Maximum score : 48

Final score : 69

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Good



Test Pronunciation

Name : Adam Rabbani

Nim : 230110016

Date : 10/Juni/2026

No	Components	Indicator	Points
1	Fluency	Ability to speak fluently without many pauses or hesitations.	3
		Use of sentences that flow well without excessive repetition	2
		Speaking speed that is appropriate for the context and not rushed.	2
2	Accuracy	Accuracy of pronunciation of sounds and words according to English language standards.	3
		Correct use of grammar and sentence structure.	3
		Ability to avoid common pronunciation errors.	3
3	Intonation	Use of appropriate intonation to convey the meaning of sentences.	1
		Variation in pitch that matches the emotion and context of the sentences.	2
		Ability to use rising and falling tones in questions, statements, and exclamations.	4
4	Stressing	Ability to emphasize important	2

		words or phrases in a sentence.	
		Appropriate use of stress to differentiate the meaning of sentences.	3
		Consistent stress on the correct syllables in longer words.	4

Total score : 32

Maximum score : 48

Final score : 67

$$Final\ score = \frac{Total\ score}{48} \times 100$$

Category : Fair

Appendix 2 Students questionere sheet



Questioner

Name :

Nim :

Date :

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.				
2	Ability of ELSA Speak to reduce pronunciation mistakes.				
3	Ability of ELSA Speak to improve students' pronunciation ability.				
4	Ease of understanding the instructions and features in ELSA Speak.				
5	Ability to access and operate ELSA Speak without difficulty.				
6	Use of features that are clear and easy to understand.				
7	Comfort in using ELSA Speak for learning pronunciation.				
8	Attractive and user-friendly application display.				
9	Ability to use ELSA Speak anytime for pronunciation practice.				
10	Ability to practice pronunciation anywhere using ELSA Speak.				
11	Flexibility of ELSA Speak in supporting independent learning.				
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.				
13	Ability of ELSA Speak to encourage students to practice pronunciation more often.				
14	Students' interest in learning pronunciation				

	using ELSA Speak.				
15	Effectiveness of ELSA Speak in improving pronunciation skills..				
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.				
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.				

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 68

Final score : _____

$$Final\ score = \frac{Total\ score}{68} \times 100$$

Category : _____

Interval	Category
57-68	Strongly Agree
44-56	Agree
31-43	Disagree
17-30	Strong disagree

14	Students' interest in learning pronunciation using ELSA Speak.				✓
15	Effectiveness of ELSA Speak in improving pronunciation skills..			✓	
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.				✓
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.				✓

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Mr. Adam
 Nim : 220110066
 Date : 5 mei 2027

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.		✓		
2	Ability of ELSA Speak to reduce pronunciation mistakes.				✓
3	Ability of ELSA Speak to improve students' speaking ability.				✓
4	Ease of understanding the instructions and features in ELSA Speak.				✓
5	Ability to access and operate ELSA Speak without difficulty.				✓
6	Use of features that are clear and easy to understand.				✓
7	Comfort in using ELSA Speak for learning pronunciation.				✓
8	Attractive and user-friendly application display.				✓
9	Ability to use ELSA Speak anytime for pronunciation practice.		✓		
10	Ability to practice pronunciation anywhere using ELSA Speak.				✓
11	Flexibility of ELSA Speak in supporting independent learning.				✓
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.				✓
13	Ability of ELSA Speak to encourage students to				✓

	practice speaking more often.				
14	Students' interest in learning pronunciation using ELSA Speak.				✓
15	Effectiveness of ELSA Speak in improving pronunciation skills..				✓
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.				✓
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.				✓

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : *Murul Amalia*Nim : *240110029*Date : *10 Juni 2026*

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.			✓	
4	Ease of understanding the instructions and features in ELSA Speak.			✓	
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.		✓		
7	Comfort in using ELSA Speak for learning pronunciation.		✓		
8	Attractive and user-friendly application display.		✓		
9	Ability to use ELSA Speak anytime for pronunciation practice.		✓		
10	Ability to practice pronunciation anywhere using ELSA Speak.		✓		
11	Flexibility of ELSA Speak in supporting				

	practice speaking more often.		✓		
14	Students' interest in learning pronunciation using ELSA Speak.			✓	
15	Effectiveness of ELSA Speak in improving pronunciation skills..			✓	
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.		✓		
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.		✓		

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Rini Zulfaridah

Nim : 24010039

Date : 10 Juni 2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.				✓
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.				✓
4	Ease of understanding the instructions and features in ELSA Speak.				✓
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.			✓	
7	Comfort in using ELSA Speak for learning pronunciation.			✓	
8	Attractive and user-friendly application display.				✓
9	Ability to use ELSA Speak anytime for pronunciation practice.			✓	
10	Ability to practice pronunciation anywhere using ELSA Speak.				✓
11	Flexibility of ELSA Speak in supporting independent learning.				✓
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.			✓	
13	Ability of ELSA Speak to encourage students to			✓	

	practice speaking more often.				
14	Students' interest in learning pronunciation using ELSA Speak.				✓
15	Effectiveness of ELSA Speak in improving pronunciation skills.				✓
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.				✓
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.				✓

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Arnil Hidayah
 Nim : 240110007
 Date : 10/06/2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.			✓	
4	Ease of understanding the instructions and features in ELSA Speak.			✓	
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.			✓	
7	Comfort in using ELSA Speak for learning pronunciation.		✓		
8	Attractive and user-friendly application display.		✓		
9	Ability to use ELSA Speak anytime for pronunciation practice.		✓		
10	Ability to practice pronunciation anywhere using ELSA Speak.		✓		
11	Flexibility of ELSA Speak in supporting independent learning.			✓	
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.		✓		
13	Ability of ELSA Speak to encourage students to practice speaking more often.			✓	

	practice speaking more often.		✓		
14	Students' interest in learning pronunciation using ELSA Speak.			✓	
15	Effectiveness of ELSA Speak in improving pronunciation skills..		✓		
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.		✓		
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.			✓	

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Ulfadra
 Nim : 240110032
 Date : 10/05/2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.				✓
4	Ease of understanding the instructions and features in ELSA Speak.			✓	
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.				✓
7	Comfort in using ELSA Speak for learning pronunciation.			✓	
8	Attractive and user-friendly application display.			✓	
9	Ability to use ELSA Speak anytime for pronunciation practice.				✓
10	Ability to practice pronunciation anywhere using ELSA Speak.				✓
11	Flexibility of ELSA Speak in supporting independent learning.			✓	
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.			✓	
13	Ability of ELSA Speak to encourage students to practice speaking more often.				✓

14	Students' interest in learning pronunciation using ELSA Speak.				✓
15	Effectiveness of ELSA Speak in improving pronunciation skills..			✓	
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.				✓
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.				✓

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Widyia Jetha Rika
Nim : 29010030
Date : Jun 10 2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.				✓
3	Ability of ELSA Speak to improve students' speaking ability.			✓	
4	Ease of understanding the instructions and features in ELSA Speak.		✓		
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.				✓
7	Comfort in using ELSA Speak for learning pronunciation.		✓		
8	Attractive and user-friendly application display.		✓		
9	Ability to use ELSA Speak anytime for pronunciation practice.			✓	
10	Ability to practice pronunciation anywhere using ELSA Speak.			✓	
11	Flexibility of ELSA Speak in supporting independent learning.			✓	
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.			✓	
13	Ability of ELSA Speak to encourage students to practice speaking more often.			✓	

14	Students' interest in learning pronunciation using ELSA Speak.		✓		
15	Effectiveness of ELSA Speak in improving pronunciation skills..			✓	
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.			✓	
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.		✓		

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Nurul A
 Nim : 240110030
 Date : 10 Juni 2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.				✓
3	Ability of ELSA Speak to improve students' speaking ability.			✓	
4	Ease of understanding the instructions and features in ELSA Speak.			✓	
5	Ability to access and operate ELSA Speak without difficulty.		✓		
6	Use of features that are clear and easy to understand.				✓
7	Comfort in using ELSA Speak for learning pronunciation.		✓		
8	Attractive and user-friendly application display.		✓		
9	Ability to use ELSA Speak anytime for pronunciation practice.			✓	
10	Ability to practice pronunciation anywhere using ELSA Speak.			✓	
11	Flexibility of ELSA Speak in supporting independent learning.			✓	
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.			✓	
13	Ability of ELSA Speak to encourage students to practice speaking more often.			✓	

14	Students' interest in learning pronunciation using ELSA Speak.	✓			
15	Effectiveness of ELSA Speak in improving pronunciation skills..			✓	
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.			✓	
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.		✓		

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Andi Nlmin

Nim : 240110021

Date : 10/juni/2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.				✓
3	Ability of ELSA Speak to improve students' speaking ability.		✓		
4	Ease of understanding the instructions and features in ELSA Speak.		✓		
5	Ability to access and operate ELSA Speak without difficulty.	✓			
6	Use of features that are clear and easy to understand.			✓	
7	Comfort in using ELSA Speak for learning pronunciation.		✓		
8	Attractive and user-friendly application display.			✓	
9	Ability to use ELSA Speak anytime for pronunciation practice.		✓		
10	Ability to practice pronunciation anywhere using ELSA Speak.			✓	
11	Flexibility of ELSA Speak in supporting independent learning.		✓		
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.		✓		
13	Ability of ELSA Speak to encourage students to		✓		

	practice speaking more often.				
14	Students' interest in learning pronunciation using ELSA Speak.			✓	
15	Effectiveness of ELSA Speak in improving pronunciation skills..			✓	
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.		✓		
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.		✓		

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Agam Marlana Rizky

Nim : 220110012

Date : 8 Juni 2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.				✓
2	Ability of ELSA Speak to reduce pronunciation mistakes.				✓
3	Ability of ELSA Speak to improve students' speaking ability.			✓	
4	Ease of understanding the instructions and features in ELSA Speak.				✓
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.			✓	
7	Comfort in using ELSA Speak for learning pronunciation.				✓
8	Attractive and user-friendly application display.				✓
9	Ability to use ELSA Speak anytime for pronunciation practice.				✓
10	Ability to practice pronunciation anywhere using ELSA Speak.			✓	
11	Flexibility of ELSA Speak in supporting independent learning.				✓
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.				✓
13	Ability of ELSA Speak to encourage students to practice speaking more often.				✓

14	Students' interest in learning pronunciation using ELSA Speak.			✓	
15	Effectiveness of ELSA Speak in improving pronunciation skills..				✓
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.				✓
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.				✓

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Suklaunthi Arsyad

Nim : 240110026

Date : 10 Juni 2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.				✓
4	Ease of understanding the instructions and features in ELSA Speak.				✓
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.			✓	
7	Comfort in using ELSA Speak for learning pronunciation.				✓
8	Attractive and user-friendly application display.			✓	
9	Ability to use ELSA Speak anytime for pronunciation practice.				✓
10	Ability to practice pronunciation anywhere using ELSA Speak.			✓	
11	Flexibility of ELSA Speak in supporting independent learning.			✓	
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.			✓	
13	Ability of ELSA Speak to encourage students to practice speaking more often.			✓	

14	Students' interest in learning pronunciation using ELSA Speak.				✓
15	Effectiveness of ELSA Speak in improving pronunciation skills..			✓	
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.			✓	
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.			✓	

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Andini Nurul Arzakh

Nim : 240110012

Date : 08/06/2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.				✓
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.				✓
4	Ease of understanding the instructions and features in ELSA Speak.			✓	
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.				✓
7	Comfort in using ELSA Speak for learning pronunciation.			✓	
8	Attractive and user-friendly application display.			✓	
9	Ability to use ELSA Speak anytime for pronunciation practice.				✓
10	Ability to practice pronunciation anywhere using ELSA Speak.				✓
11	Flexibility of ELSA Speak in supporting independent learning.			✓	
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.				✓
13	Ability of ELSA Speak to encourage students to practice speaking more often.			✓	

14	Students' interest in learning pronunciation using ELSA Speak.				✓
15	Effectiveness of ELSA Speak in improving pronunciation skills.				✓
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.			✓	
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.			✓	

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : CINTA NABILA RAHAYU

Nim : 290110023

Date : 08 July 2020

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.			✓	
4	Ease of understanding the instructions and features in ELSA Speak.			✓	
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.				✓
7	Comfort in using ELSA Speak for learning pronunciation.				✓
8	Attractive and user-friendly application display.				✓
9	Ability to use ELSA Speak anytime for pronunciation practice.			✓	
10	Ability to practice pronunciation anywhere using ELSA Speak.				✓
11	Flexibility of ELSA Speak in supporting independent learning.			✓	✗
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.				✓
13	Ability of ELSA Speak to encourage students to practice speaking more often.				✓

14	Students' interest in learning pronunciation using ELSA Speak.			✓	
15	Effectiveness of ELSA Speak in improving pronunciation skills..			✓	
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.				✓
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.			✓	

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Suci Ramadani

Nim : 24040025

Date : 05 June, 2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.		✓		
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.			✓	
4	Ease of understanding the instructions and features in ELSA Speak.			✓	
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.			✓	
7	Comfort in using ELSA Speak for learning pronunciation.			✓	
8	Attractive and user-friendly application display.		✓		
9	Ability to use ELSA Speak anytime for pronunciation practice.		✓		
10	Ability to practice pronunciation anywhere using ELSA Speak.			✓	
11	Flexibility of ELSA Speak in supporting independent learning.			✓	
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.			✓	
13	Ability of ELSA Speak to encourage students to			✓	

	practice speaking more often.			✓	
14	Students' interest in learning pronunciation using ELSA Speak.		✓		
15	Effectiveness of ELSA Speak in improving pronunciation skills..			✓	
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.			✓	
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.			✓	

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Hurni Mahya

Nim : 340110024

Date : 05/06/2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.			✓	
4	Ease of understanding the instructions and features in ELSA Speak.				✓
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.				✓
7	Comfort in using ELSA Speak for learning pronunciation.			✓	
8	Attractive and user-friendly application display.			✓	
9	Ability to use ELSA Speak anytime for pronunciation practice.			✓	
10	Ability to practice pronunciation anywhere using ELSA Speak.				✓
11	Flexibility of ELSA Speak in supporting independent learning.				✓
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.			✓	
13	Ability of ELSA Speak to encourage students to			✓	



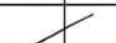
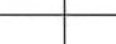
Questioner

Name : Azzul Saifurrahman

Nim : 240110034

Date : 5/6/2020

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.			✓	
4	Ease of understanding the instructions and features in ELSA Speak.			✓	
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.			✓	
7	Comfort in using ELSA Speak for learning pronunciation.			✓	
8	Attractive and user-friendly application display.			✓	
9	Ability to use ELSA Speak anytime for pronunciation practice.			✓	
10	Ability to practice pronunciation anywhere using ELSA Speak.		✓		
11	Flexibility of ELSA Speak in supporting independent learning.			✓	
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.		✓		
13	Ability of ELSA Speak to encourage students to			✓	

	practice speaking more often.				
14	Students' interest in learning pronunciation using ELSA Speak.				
15	Effectiveness of ELSA Speak in improving pronunciation skills..				
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.				
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.				

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : A. Usman Hasamh

Nim : 240110033

Date :

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.			✓	
3	Ability of ELSA Speak to improve students' speaking ability.			✓	
4	Ease of understanding the instructions and features in ELSA Speak.			✓	
5	Ability to access and operate ELSA Speak without difficulty.			✓	
6	Use of features that are clear and easy to understand.			✓	
7	Comfort in using ELSA Speak for learning pronunciation.			✓	
8	Attractive and user-friendly application display.			✓	
9	Ability to use ELSA Speak anytime for pronunciation practice.			✓	
10	Ability to practice pronunciation anywhere using ELSA Speak.			✓	
11	Flexibility of ELSA Speak in supporting independent learning.			✓	
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.			✓	
13	Ability of ELSA Speak to encourage students to			✓	

	practice speaking more often.				
14	Students' interest in learning pronunciation using ELSA Speak.		✓		
15	Effectiveness of ELSA Speak in improving pronunciation skills..		✓		
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.		✓		
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.		✓		

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____



Questioner

Name : Ferdi Hariansyah

Nim : 240110020

Date : 5, 06, 2026

No	Statements	1	2	3	4
1	Ability of ELSA Speak to help students improve English pronunciation.			✓	
2	Ability of ELSA Speak to reduce pronunciation mistakes.				✓
3	Ability of ELSA Speak to improve students' speaking ability.			✓	✗
4	Ease of understanding the instructions and features in ELSA Speak.			✓	
5	Ability to access and operate ELSA Speak without difficulty.				✓
6	Use of features that are clear and easy to understand.				✓
7	Comfort in using ELSA Speak for learning pronunciation.				✓
8	Attractive and user-friendly application display.			✓	
9	Ability to use ELSA Speak anytime for pronunciation practice.				✓
10	Ability to practice pronunciation anywhere using ELSA Speak.			✓	
11	Flexibility of ELSA Speak in supporting independent learning.			✓	
12	Ability of ELSA Speak to increase students' motivation in learning pronunciation.				✓
13	Ability of ELSA Speak to encourage students to			✓	

	practice speaking more often.			✓	
14	Students' interest in learning pronunciation using ELSA Speak.				✓
15	Effectiveness of ELSA Speak in improving pronunciation skills..			✓	
16	Ability of ELSA Speak to make pronunciation clearer and more accurate.				✓
17	Effectiveness of feedback provided by ELSA Speak on pronunciation errors.				✓

Strongly Agree : 4

Agree : 3

Disagree : 2

Strongly Disagree : 1

Total score : _____

Maximum score : 72

Final score : _____

$$Final\ score = \frac{Total\ score}{72} \times 100$$

Category : _____

Appendix 2 Students Pronunciation Test Results

Responden	Fluency			Accuracy			Intonation			Stressing			Total	Category
	Ind 1	Ind 2	Ind 3	Ind 1	Ind 2	Ind 3	Ind 1	Ind 2	Ind 3	Ind 1	Ind 2	Ind 3		
R1	4	4	3	4	3	4	4	4	4	4	4	4	46	Excellent
R2	3	2	3	4	4	2	2	3	4	2	3	2	34	Good
R3	4	4	4	4	4	3	2	3	4	4	4	4	44	Excellent
R4	4	4	3	4	4	3	4	4	4	4	2	4	44	Excellent
R5	4	4	2	4	3	4	4	4	4	2	4	4	43	Excellent
R6	4	4	4	3	4	2	4	4	4	4	2	4	43	Excellent
R7	4	2	2	4	4	4	4	3	4	3	3	4	41	Excellent
R8	4	4	4	4	4	4	2	3	4	2	4	2	41	Excellent
R9	4	4	3	3	4	4	4	3	4	2	4	2	41	Excellent
R10	4	4	2	3	3	3	2	4	4	3	1	3	36	Good
R11	4	4	3	4	4	4	4	4	4	4	4	4	47	Excellent
R12	4	4	4	4	4	4	4	4	4	3	4	4	47	Excellent
R13	4	2	2	4	3	3	3	3	4	4	2	2	36	Good
R14	4	4	3	3	3	2	4	4	1	2	3	3	36	Good
R15	3	3	4	3	3	3	3	3	1	3	4	3	36	Good
R16	3	3	1	3	4	2	4	4	2	3	2	3	34	Good
R17	4	4	2	3	1	4	3	3	2	2	2	3	33	Good
R18	3	2	2	3	3	3	1	2	4	2	3	4	32	Fair

Appendix 3 Result of the Questionare

Respondent s	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	TOTAL	CATEGORY
R1	3	3	4	3	3	4	3	3	4	4	3	3	4	4	3	4	4	59	Strongly Agree
R2	3	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	65	Strongly Agree
R3	3	3	3	3	3	2	2	2	2	2	2	3	3	3	3	2	2	43	Disagree
R4	4	3	4	4	3	3	3	4	3	4	4	3	3	4	4	4	4	61	Strongly Agree
R5	3	3	3	3	3	3	2	2	2	2	3	2	3	2	2	2	3	43	Disagree
R6	3	4	3	2	3	4	2	2	3	3	3	3	3	3	2	3	2	48	Agree
R7	3	3	4	3	3	4	3	3	4	3	3	4	3	3	4	3	3	56	Agree
R8	3	4	3	3	4	4	2	2	3	3	3	3	3	3	3	3	2	51	Agree
R9	3	3	2	2	1	3	2	3	2	3	2	2	2	3	3	2	2	40	Disagree
R10	3	3	4	4	3	3	4	3	4	3	3	3	3	4	3	3	3	56	Agree
R11	4	4	3	4	4	3	4	4	4	3	4	4	4	3	4	4	4	64	Strongly Agree
R12	4	4	4	3	3	4	3	3	4	4	3	4	3	4	4	3	3	60	Strongly Agree
R13	3	4	3	3	3	4	4	4	3	4	3	4	4	3	3	4	3	59	Strongly Agree
R14	2	3	3	3	3	3	3	2	2	3	3	3	3	2	3	3	3	47	Agree
R15	3	3	3	4	3	4	3	3	3	4	4	3	3	4	3	3	3	56	Agree
R16	3	4	3	3	4	4	4	3	4	3	3	4	3	4	3	4	4	60	Strongly Agree
R17	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	2	2	47	Agree
R18	2	2	3	3	3	3	3	3	3	2	3	2	3	3	2	3	3	46	Agree

Appendix 4 The output of SPSS

R-Table

Tabel r untuk df = 51 - 100

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Appendix 5 Documentations

a. Test Session







b. Questionare Session



Appendix 6 Correspondences



SURAT KETERANGAN
 Nomor : 218.D1/III.3.AU/F/KET/2026

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Yang bertanda tangan di bawah ini:

Nama	: Dr. Takdir, M.Pd.I.
Pangkat / Gol. Ruang	: Lektor III.D
Jabatan	: Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Instansi	: Universitas Islam Ahmad Dahlan

Dengan ini menerangkan bahwa:

Nama	: Nur Fadhilah Syam
Nomor Pokok	: 220110013
Program Studi	: Tadris Bahasa Inggris (TBI)
Semester	: VIII (Delapan)

Benar yang bersangkutan telah diizinkan melaksanakan penelitian Universitas Islam Ahmad Dahlan dalam rangka penyusunan Skripsi dengan judul penelitian *"The Influence of Artificial Intelligence Technology on Ability Student's Pronunciation at Class 2024 English Student Education Study Program at UIAD Sinjai"*.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sinjai, 6 Dzulhijjah 1447 H
 23 Mei 2026 M

Dekan,

Dr. Takdir, M.Pd.I.
 NBM: 1213495



**UGUS INSTRUMEN PENELITIAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Perihal : **Surat Tugas Validator**

Kepada
Yth : **1. Dr. Atmaranie Dewi Purnama, S.Pd., M.Pd.**
2. Nurjannah, S.Pd., M.Pd.

Dengan Hormat,

Dalam rangka penulisan Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan (UIAD), disampaikan bahwa mahasiswa yang tersebut Namanya di bawah ini:

Nama : Nur Fadhillah syam
NIM : 220110013
Program studi : Tadris Bahasa Inggris

Sehubungan dengan hal tersebut di atas, kiranya agar Bapak/Ibu memvalidasi instrumen penelitian Skripsi dengan Judul:

"The Influence of Artificial Intelligence Technology on Ability Student's Pronunciation at Class 2024 English Student Education SudyPprogram at UIAD Sinjai"

Demikian kami sampaikan atas perhatian dan kerjasamanya di ucapkan terima kasih.

Sinjai, 30 April 2026





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Nama : Nur Fadhilah syam
NIM : 220110013
Program studi : Tadris Bahasa Inggris

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Sinjai, Mei 2026

Validator 1

Dr. Atmaranie Dewi Purnama, M.Pd.

Validator 2

Nurjannah, S.Pd., M.Pd.

Mengetahui,
Ketua Gugus Validator

Dr. Prima Myra, M.Pd.
NBM. 1357008



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AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

**SURAT KEPUTUSAN
NOMOR: 790.D1/III.3.AU/F/KEP/2025**

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2025/2026**

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 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan :**
- Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2025/2026.

MEMUTUSKAN

- Menetapkan :** Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama :** Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Jamaluddin, M.Pd.I	Irmayani, S.S., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : Nur Fadhilah Syam
NIM : 220110013
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : *Influence of Artificial Intelligence Technology on Ability Student's Pronunciation at Class 2024 English Student Education Study Program at UIAD Sinjai*

- Kedua :** Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
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Ditetapkan di : Sinjai

Pada Tanggal : 23 Rabiul Awal 1447 H
16 September 2025 M



Dr. Akdir, M.Pd.I.
NPM. 1213495

Torobusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Ruktor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TMI & TM

BIOGRAPHY



Name : Nur Fadhilah Syam

Reg. Number : 220110013

Place/Date of Birth : Sinjai, 03 Mei 2004

Address : Hos Cokroaminoto Street, Balangnipa,
North Sinjai District, Sinjai Regency, South
Sulawesi, Indonesia

Organizational : 1. Health Division Member, OSWHA

Experience : 2. Secretary of the Business and
Entrepreneurship Department, English
Students Association (ESA) Ahmad
Dahlan Islamic University Sinjai, 2023-
2024

3. Head of the Business and

Entrepreneurship Department, English
Students Association (ESA) Ahmad
Dahlan Islamic University Sinjai, 2023-
2025-2026

4. Communication and Information Staff,
Students Executive Council (DEMA),
Ahmad Dahlan Islamic University
Sinjai, 2025-2026

Educational Background :

1. Elementary School : SDN 4 Balangnipa Sinjai
2. Junior High School : SMP It Wahdah Islamiyah
3. Senior High School : SMA It Khairul Ummah

Phone Number : 081356464578

E-mail : nurfadhilahsyam81@gmail.com

Parents' Name : Syamsuddin (Father)

Hasiah (Mother)



SURAT KETERANGAN HASIL TURNITIN

Nomer : 423.L10/III.3 AU/A/2026

Saya yang bertanda tangan di bawah ini;

Nama : **Asriani Abbas, S.L.P.**
NBM : **1235305**
Jabatan : **Kepala Perpustakaan UIAD Sinjai**

Menerangkan bahwa,

Nama : **Nur Fadhilah Syam**
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Jenis dokumen : **Skripsi**

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NBM. 4235305