

Exploring the Use of Yoodli AI in Speaking Class

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Abstract: The rapid advancement of information technology has produced a number of cutting-edge techniques and resources for improving English speaking. Speaking challenges can be lessened by using Yoodli, a digital tool powered by artificial intelligence (AI). Research on the application of AI in speaking classrooms is still lacking, though, and nothing is known about how students feel about Yoodli specifically. The purpose of this research is to find out more about how students' speaking and their feeling the use of AI in English-speaking classes. Fifteen first-semester English Language Study Program students from Institut Pendidikan Tapanuli Selatan comprised the sample. According to the study's findings, students had favorable evaluations of AI speaking tools due to their accessibility, versatility, and ease of use. The findings indicate that the students in this study were open to using Yoodli to enhance their speaking abilities and foster more positive attitudes about speaking.

INTRODUCTION

Speaking is the most crucial ability when compared to other abilities like writing, reading, and listening (Ratnasari, 2020). Another important and challenging ability that EFL students need to learn is speaking. Because it involves more than just word pronunciation, it is more challenging (Bashir et al., 2016). This is because speaking requires people to handle a variety of intricate problems, such as intonation, grammar, vocabulary, pronunciation, correctness, fluency, and many more. Four elements are taken into account while evaluating a student's speaking abilities: fluency, grammar, pronunciation, and vocabulary (Mela Ismi, An Fauzia Rosyani Syafei, 2018).

This makes it one of the most crucial language acquisition abilities, and oral communication abilities are a key indicator of a learner's fluency in a language (Areta, 2021). especially EFL learners who hope to teach English in the future. It is their duty as English teachers to speak English out loud to their students every day. They must be able to converse with pupils in fluent English during the teaching and learning process. Since speaking is a tool for professional communication, people will notice students' fluency in English when they talk

(Ihsan, Muslem & Aziz, 2018).

Speaking, a crucial ability in the productive ability category, is one of the issues. Effective communication is crucial (Suryani, L., & Argawati, N. O., 2023). This is consistent with Rao (2019), Rani (2020), and Sabina (2018). Speaking is the most important of the four language abilities needed for effective communication. This is supported by a number of past studies that demonstrate how challenging learning to speak may be.

It is essential for EFL learners to speak English. Unfortunately, students continue to require assistance with speaking in areas like comprehension, vocabulary, grammar, pronunciation, and fluency (Aziz & Kashinathan, 2021). People spend time and effort to learning their ability of speaking since it is seen to play a vital part in communication and helps them interact with people in global society (Parupali, 2019). We must develop more efficient solutions because students still encounter difficulties and barriers (Fatiani et al., 2021).

As well, English Language Teaching (ELT) has developed and expanded in this digital age. According to Luckin et al. (2016), artificial intelligence in education (AIED) is a useful tool for improving formal education and the learning process through the creation of a flexible learning environment with a range of efficient and effective AI technologies.

AIED is an improvements in technology which facilitates English language instruction by completing cognitive processes, the majority of which are related to learning and problem-solving (Baker et al., 2019). Artificial intelligence applications have the potential to improve English language training effectiveness (Hou, 2021). By applying artificial intelligence approaches, it has been shown that students can easily understand and analyze natural language.

Automation gave rise to AIED technology, which uses language processing to mimic human intelligence and use the knowledge acquired to accomplish jobs. The human-assistant machine, a developed field of computer science, is known as artificial intelligence (AI) (Sumakul, Hamied, & Sukyadi, 2022). As a result, the educational setting must now introduce pupils to AI-based classroom applications. The educational environment is increasingly required to introduce students to AI- based technologies in the classroom since they have emerged as an important policy agenda item, particularly in English Language Teaching (ELT) (Tuomi, 2018). Numerous AI tools, like Quilbot, Duolingo, Replika, and others, have been created to facilitate ELT.

Yoodli is one of the artificial intelligences that may be used to teach speaking. One of the newest AIs used for speaking in ELT is Yoodli. App.yoodli.ai is a free artificial intelligence communication coaching platform that helps users improve their communication abilities in a private with personalized setting. Yoodli is an AI-powered coach and a contemporary

communication training tool that helps users improve their English.

In Yoodli users are able to choose what aspects of focus they want to practice more, including weak words, eye contact, conversation duration, repetition, centering, filler words, and more. Naturally, this emphasis has a big impact on demonstrating one's fluency, self-assurance, and English proficiency. Once the speech has been recorded, Yoodli will play it again with a transcript and provide a right-and-wrong interpretation of the user's words. Thus, users receive instant feedback on their learning in a private setting, free from the stress and anxiety of others studying. Yoodli genuinely makes people more competent and self-assured when speaking English.

In light of the aforementioned, it is imperative that educators and scholars understand how pupils view Yoodli and how it affects their speaking abilities. However, due to the small number of studies conducted in this area, particularly with Yoodli, a significant research gap exists in the Indonesian context. No study has examined how pupils feel about using Yoodli.

A person's perspective on a particular topic and how they use their senses to see the world, hearing, vision are characteristics of perception. Based on the following, perception can be defined as the process by which educators and learners analyze or respond to information they have received through their five senses. For a variety of reasons, people may have different opinions about the same information, particularly when their opinions are based on artificial intelligence.

Differences in learning motivation, boldness or confidence, behavior or characteristics, or the selection of learning materials can all lead to divergent viewpoints. These differences could have a positive or bad impact on a lecturer's or student's perception. According to Baron & Byrne (1994), there are three factors that can produce the cognitive, emotional, and associated components.

To find out how teachers and students feel about adopting AI-based educational technologies, a number of AI studies have been carried out. Every teacher and student cited the benefits of implementing AI in the classroom, indicating a positive view of AI-based applications (Sumakul, Hamied, & Sukyadi, 2022). However, the idea of AI-based applications was poorly received by college students in the 2018– 2019 academic year (Keleş & Aydın, 2021). The effectiveness of AI-based educational solutions is thought to be impacted by generational differences and these divergent viewpoints. It may differ since everyone has a different view on the world, particularly when they are in strange places. This study looked into how students perceived the employment of Yoodli AI in the classroom.

RESEARCH METHODS

The research method used was mix method. Twelve students from the English Language Education Study Program at Institut Pendidikan Tapanuli Selatan were the topic of the study, which employed a complete sample technique. According to Aljohani's (2021) research, the study's questionnaire consists of ten Google Form items. Its combination of closed and open-ended questions limits the range of potential responses and makes it easier to categorize them. This specific questionnaire was closed-ended, and the assessment method was a Likert scale that goes from Strongly Agree to Strongly Disagree. Then, students' speaking was measured by one group pre test and post test design to compare before and after using Yoodli AI.

RESULTS AND DISCUSSION

By observing students' speaking ability in their speaking class, this study aimed to explore the application of artificial intelligence. Students' responses to the questionnaire reveal information on their use of Yoodli AI as well as their speaking scores both before and after using it.

A. The Result of Students' Response in using Yoodli AI

Based on the students' responses, the data findings are separated into five sections before being sorted according to the value supplied. Strongly agree (4), agree (3), disagree (2), and strongly disagree (1) are the four groups into which the responses are separated. The results are displayed in the table below by the researcher. For additional information, the following is a description of the data collected during the course of the research:

Table 1. Results of students' responses through Questionnaire of Using Yoodli AI

No	Statements	SD	D	A	SA
1	Students are more engaged in speaking when they use Yoodli AI technologies	0%	0%	20%	80%
2	The Yoodli artificial intelligence improve the students' speaking ability	0%	0%	0%	100%

3	Using Yoodli AI improved students pronunciation abilitys	0%	0%	6.7%	93.3%
4	By using Yoodli AI, students are helped to be fluent in speaking	0%	0%	20%	80%
5	I prefer Yoodli AI than other AI apps	0%	0%	53.3%	46.7%
6	Yoodli AI tools improve the quality of speaking	0%	0%	6.7%	93.3%
7	Yoodli AI tools are easily to access	0%	0%	53.3%	46.7%
8	Yoodli AI instruments are flexible	0%	0%	46.7%	53.3%
9	The features of Yoodli AI tools are numerous	0%	0%	6.7%	93.3%
10	Yoodli AI tools enhance students' motivation to speak	0%	0%	20%	80%
11	Yoodli AI reduces speaking anxiety	0%	0%	6.7%	93.3%

From the table above it can be seen if 100% students strongly agree that Yoodli AI improve their speaking ability and 93% of them shows if their pronunciation is improved after using Yoodli AI, and it their speaking anxiety is reduces. The result is in accordancewith the previous research which shows if educated university students have positive perceptions about the effectiveness of AI in education (Keleş & Aydın, 2021). The fact that AI-based applications can assist students learn vocabulary, writing techniques, grammar, and theoretical concepts in writing, it is reasonable to assume that students will feel that using them will aid their English language learning (Sumakul, Hamied, & Sukyadi, 2022).

B. The Result of Students' Speaking Ability Before Using Yoodli AI at the Second Semester of Institut Pendidikan Tapanuli Selatan

The pretest, which was administered to 12 students in the second semester before Yoodli AI was used to ascertain their starting state, revealed that the highest score was 86 and the lowest was 40. The following are the students' pretest mean, median, and mode:

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Table 2. The Pretest Score of Mean, Median, Mode of the Students' Speaking Ability

No	Criteria	Score	Category
1	Mean	64.4	Good
2	Median	70	Good
3	Mode	70	Good

Based on the table above, it can be seen that the score obtained by students was 66.42 in the good category, the median was 76.00 and the mode was 76. For more details:

Table 3. Students' Pretest Scores Before Using Yoodli AI

No	Kriteria	Skor	Kategori
1	Mean	64.4	Baik
2	Median	70	Baik
3	Mode	70	Baik

Table 4. Indicators Score of Speaking Ability Before Using Yoodli AI at the Second Semester
Students of Institut Pendidikan Tapanuli Selatan

No	Item	Average
1	Grammar	13.1
2	Vocabulary	13.4
3	Comprehension	14
4	Fluency	12
5	Pronunciation	12

C. The Result of Students' Speaking Ability After Using Yoodli AI at the Second Semester of Institut Pendidikan Tapanuli Selatan

After the pretest was distributed, the 12 second semester students were given. After data has been collected, it was discovered that the highest value was 95 and the lowest value was 78. The mean, median and mode achieved by students in the posttest are as follows:

Table 5. The Posttest Score of Mean, Median, Mode of the Students' Speaking Ability

No	Criteria	Score	Category
1	Mean	84.8	Very good
2	Median	86	Very good
3	Mode	86	Very good

Based on the table above, it can be seen if the score obtained by the students were 84.83 with a very good category, a median of 86, and a mode of 86. For more details:

Table 6. Indicators Score of Speaking Ability After Using Yoodli AI at the Second Semester
Students of Institut Pendidikan Tapanuli Selatan

No	Item	Average
1	Grammar	16.5
2	Vocabulary	17
3	Comprehension	17.1
4	Fluency	16.8
5	Pronunciation	17.25

The findings is in accordance with a prior study, which that shows if artificial intelligence-based education is improve the learning emergency setting. Because it is shows if since the recent pandemics and natural catastrophes AI based apps is an appropriate tools to increase students' motivation (Seren & Özcan, 2021).

(Fitria, Grammarly as AI-powered English Writing Assistant: Students' Alternative for Writing English, 2021)claim if AI based app reduces working hours and increase productivity also speeds up students' task completion and decision- making. Students have a different perspective on the topic than lecturers do since instructors favor optimal learning through the proper technique for students rather than simply using AI as an instant solution to learn English. Additionally, students want a quicker and more direct approach.

It is in line with previous research (Ocaña-Fernández, Valenzuela-Fernández, & Garro-Aburto, 2019), which discovered that university education's challenges apply to all levels and can improve English language acquisition. Artificial intelligence (AI) in the classroom is particularly beneficial to students, according to (Sumakul, Hamied, & Sukyadi, 2022)The students found it simpler to identify and correct writing errors as a result. Because of these benefits, kids find learning English more comfortable than learning it the old-fashioned way. This result is in line with study by (Ji & Ko, 2023), which hypothesized that conversational AI could lessen anxiety related to learning a foreign language. Thus, integrating AI into the classroom can help pupils feel less anxious. Then, according (Zhang & Zou, 2020)AI gives language learners more flexible methods to engage with it. Unlike regular schools, they can get guidance and criticism in a less intimidating setting. Consequently, because of the students and

the corroborating comments from earlier study.

CONCLUSIONS AND RECOMMENDATIONS

Since technology, particularly artificial intelligence, has greatly improved teaching and learning speaking activities lecturers will have the opportunity to ask students about the benefits and drawbacks of speaking in order to assist them improve their English language skills. Even if most learning activities are completed by students, the lecturer still plays a crucial role as a facilitator by monitoring the students' progress and ensuring that the learning process is proceeding smoothly. The professors will also learn how to use AI to develop effective and successful learning objectives. Additionally, Yoodli is among the greatest options for raising students' English speaking ability.

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