

CHAPTER I

INTRODUCTION

A. Background of Study

Various challenges are experienced by those who engage in communication through the use of Artificial Intelligent tools. They could give wrong answers since they do not grasp other elements or meaning. Often these tools provide off topic replies because they do not understand what was written or said to them. The methods for analyzing natural language has improved over time they may not be efficient when applied to other languages or even dialects. Of course, there is also the issue of data security and privacy: does this technology store or archive our conversations?. Furthermore, excessive use of AI can reduce the skills of verbal communication and harm the speaker's confidence during interaction with counterparts face-to-face (Kurniati et al., 2022).

This line shows that it is vital for the people to be god conscience (taqwa) as well as do good deeds. Likewise, if AI technology is incorporated into our speech, taqwa makes us wonder if the AI technology is in the service of Islamic values. Thus, as consumers, it is our duty to ensure when incorporating it, AI will enhance interhuman communion and not regressive to socially acceptable religious standards as decreed by Allah (Ghahri et al., 2015). Hence, there is need to strongly observe the development and deployment of Artificial Intelligence in order to align

it with moral and religious prescriptions. Still, it is human and religious responsibility to accept technical advances while preserving our essence and belief. The more AI is integrated into our daily experience, the improved judgments will be made due to constant education and rehabilitation regarding the ethical relevancy.

“إِنَّ اللَّهَ مَعَ الَّذِينَ اتَّقَوْا وَالَّذِينَ هُمْ مُحْسِنُونَ – ”سورة النحل(16:128)

Artificial intelligence (AI) has been found relatively beneficial in learning and grasping the English language, particularly in issues to do with confidence and pronunciation. In return, access to personalization of the delivery of lessons, immediate feedback, and engaging competency-based activities are provided. In this way, with the help of AI students can practice speaking with others in different types of situations even if the conversation may look like artificial. Further, it is individualistic and, therefore, far more productive when practiced among people. These tools also do not hesitate to go beyond means and ends for convenience and for causes and make everyone obtain the best schooling available.

Thus, the value of the artificial intelligence is great: the students can get confident, and speak English fluently and can learn English at the level that was impossible before. Smart speaking is not only effective in increasing speaking, but also in increasing speaking rhythm and pronunciation. These AI gadgets possess further advanced vocal pattern identification software where it is possible for the gadgets to recognize all that students are speaking and even characterize any mistakes they are making. Concerning conventional methods, such immediate

response leads to the desired outcome in speech practice in a shorter time span. Besides, since the focus shifts from mechanical transcription to allowing AI to do the heavy lifting, the students can devote more effort and time to contemplate such finer details that enable speakers sound friendly and free flowing, like, intonation pattern, rhythm and stress. These will in a future be undoubtedly the basic phonetic differences which will be much more convincingly affecting the conversation.

It is also possible for artificial intelligence to generate realistic situations, like going to order food at a restaurant, doing interviews for a new job, or just plain talking. Since the student will be placed in scenarios that are nearly real life, these simulations will prepare them for real life. Language learning is made an interesting and even here related to the students' lives so the students remain willing and eager to learn. Also, moreover, depending on the ability of the learner, the talks' difficulty also changes with AI. So every session should be AI, and retention is also provided through spaced repetition that enhances the time gap between learning sessions based on expertise. Studies have indicated that employing this method increases effective utilization of the words in long term memory so that the student can easily retrieve the words when required. These tools work with a learning plan based upon explicit input of the facets of language that learners must learn gradually as long as these tools are designed to adapt themselves to the learners' progress.

Just maybe, one of the virtues that make perhaps AI brilliant in language learning is the way it weaves cultural nuance affordances. Thus, it can introduce students to more subtle nuances of conversational English: lazy expressions,

colloquialisms, and even some references which are unique to a culture crucial for advanced proficiency. The awareness of such subtlety counts much in determining how excellent one will fare in communicate interactions at the working places or even in a casual and informal conversation. AI works hand in hand with the language and cultural demands, educative in a way that goes beyond grammar without compromising in making the learners communicatively competent anywhere, not easy and too demanding.

It also assists teachers in their undertakings and promotes learning for those people. Because of its ability to identify specific subject areas, in which the students require further help, teachers could also become more effective and precise. These technologies will provide feasibility in areas of progress tracking, performance metrics, learning path. Consequently, the instructor may put much effort into the relationship with his/her students and offering them the required guidance. For all the students, AI brings fun and enjoyment to the learning process in class. Another great strength is that AI provides a safe and receptive atmosphere in which people can practice language. This could be very useful to people who experience anxiety every time they are required to speak before an audience. Even more importantly, AI can help student in their abilities and confidence building process at the pace they are comfortable with and no need to worry about being mocked in front of others. Most of the apps incorporating AI in language learning are somehow constructed in a game-like manner, which increases learners' interest and attitude to complete tasks throughout the apps. First of all, that it is fun, second, it is rather accessible, and third, the feedback is customized for the improvement of speaking

English. Given these issues, the researcher decided to address this topic as the essence of this study, titled: "AN ANALYSIS OF ARTIFICIAL INTELLIGENCE POWERED TOOLS ON ENGLISH SPEAKING PRACTICE"

B. Definition of Key Terms

1. Artificial intelligence (AI) is the intelligence of machines, like computers, that shows up as their capacity for self-correction, learning, and reasoning. It can do tasks like language comprehension, pattern recognition, problem solving, and decision making that need human-like intellect. Machine learning, natural language processing, computer vision, robotics, and expert systems are some of the subfields of artificial intelligence. The goal of study is to create autonomous operating systems that can adjust to novel circumstances for improved productivity, efficiency, and decision-making across a range of domains. In this study, AI helps and supports the teaching of speaking in English classes. It can provide students immediate feedback, adapt to their various learning styles, and even allow them to have conversations in English. As a result, learning English has become simpler and more efficient, and students are becoming more confident and proficient.

2. Speaking English gives users access to a lot of opportunities and is one of the most effective tools available today. Traveling, studying, or working abroad will consequently facilitate successful communication. Speaking English fluently requires mastering vocabulary, grammar, pronunciation, and fluency. It also includes the ability to communicate more easily, express ourselves clearly, and recognize cultural nuances. The best results come from practice, and AI and other

tools provide insightful feedback that can help one get better. The more our practice and the more our encounter various speaking scenarios, the more confident our will become and the more proficient our will be in communicating in English. Speaking is the primary application of AI as a tool for English speaking practice in this study. AI facilitates conversation by providing real-time feedback and tailored recommendations. The study will use artificial intelligence (AI) to put the learner in a supportive environment where they can progressively gain the competence and confidence necessary to speak English.

C. Research Questions

What are the Artificial Intelligence-based tools that can be used to enhance English speaking practice

D. Objectives of Study

To describe the Artificial Intelligence-based tools that can be used to enhance English speaking practice

E. Significance of Study

This research is important because it can benefit two strands, language learning and educational technology. With English continuing to solidify its role as a global lingua franca, the need for effective and accessible methods of English language instruction becomes more pressing with each passing day. This research aims to indicate how AI remolds ESP, thus providing insights into pedagogic and technological development that can give shapes to the future of language education.

The English speaking practice is an important skill that the learners need; however, it is not always easy to develop such a practice without continuous and interactive opportunities. This will help in assessing the effectiveness of AI-powered tools in expediting speaking proficiency by exposing one to real-life situations, correcting pronunciation, and adjusting content to the learner's skill level. The findings will contribute to a better understanding of how technology may enhance speaking skills and overcome some challenges resulting from language anxiety, lack of confidence, or lack of availability of native speakers. This, therefore, essentially places the importance of this research beyond academic inquiry into a real-world significance for language learners, educators, policy makers, and EdTech developers. The study shall, through an analysis of AI-powered tools, give insights into how such innovations are setting the future of English speaking practice, addressing traditional learning challenges, promoting equity in education, and improving communication globally.