



## Students' Attitudes Toward the Use of Edtech as a Powerful Pronunciation Learning Tool in EFL

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**Abstract.** *Effective pronunciation requires more than comprehension. Considering the increasing significance of AI apps, it is imperative to conduct thorough study to evaluate students' opinions towards the ELSA (English Language Speech Assistant) Speak app in English as a Foreign Language (EFL) lessons, specifically in relation to improving pronunciation. Prior studies indicated that students had negative attitudes towards learning English as a foreign language (EFL) due to repetitive textual resources. This research recommends including the ELSA Speak application into English as a Foreign Language (EFL) classroom. This research investigates the utilization of the ELSA Speak application by 20 primary pupils at a B1 proficiency level, with the aim of enhancing their pronunciation skills. Observations and interviews are employed to examine cognitive, emotional, and behavioral components as well as issues related to the ELSA Speak app. The findings suggest that students possess a positive cognitive perspective and are capable of comprehending and incorporating oral pronunciations. The ELSA Speak application encourages the development of analytical thinking and precise articulation. This study highlights the imperative for dynamic language learning methodologies that include cutting-edge technology.*

**Keywords:** *Learner perspectives, Accent acquisition, EFL settings, AI technology, ELSA Speak application.*

### 1. INTRODUCTION

Oral communication has been shown to be the most difficult aspect of English language acquisition for students who are non-native speakers. Several studies indicate that English language learners face multiple challenges in speaking effectively in English, including limited chances for oral practice (Wang & Young, 2014), anxiety during oral expression (Coşkun, 2016), and a lack of confidence and motivation (Saeed Al-Sobhi & Preece, 2018). The traditional approach, which mostly emphasizes rote memorization of words from textbooks, lacks practical relevance and fails to promote critical thinking, hence exacerbating the problem of student indifference (Kruk & Zawodniak, 2018). Consequently, students frequently lose motivation, ascribing the apparent absence of important learning experiences to unfavorable attitudes in the classroom.

While there is a need for innovative teaching methods to enhance pronunciation skills, it remains a significant issue in English as a Foreign Language (EFL) classes. The character of pronunciation resources exacerbates the difficulties of teaching pronunciation, leading to inadequate proficiency among students (Kholis, 2021). EFL students have challenges when it comes to achieving a balance between fluency, accuracy, vocabulary, and grammar in their

speech. Among these skills, precise pronunciation plays a crucial role in determining the effectiveness of their communication (Vasbieva et al., 2016). The complex phonological structure of English pronunciation presents a challenge for learners of English as a foreign language (Giba & Ribes, 2011). The complex interplay between pronunciation and other language abilities emphasizes the need to prioritize pronunciation instruction in language education (Hunt-Gómez & Navarro-Pablo, 2018).

Nowadays, artificial intelligence (AI) has become a significant focus in language instruction due to its ability to aid and improve language acquisition across all educational levels. Researchers are actively exploring the practical application of theory and technology in teaching to enhance instructional practices for Stockwell & Reinders (2019); Zhou & Wei, (2018). Effective communication necessitates proficiency in all four language skills, with speaking being the primary means of determining language ability Rao (2019). The research examined the auditory and vocal pronunciation of English words in spoken language and observed that the pupils frequently misarticulated phrases, resulting in the transmission of incorrect understandings (Kholis, 2021).

Kruk (2012) discovered that the use of digital technology has the potential to stimulate students' motivation and improve their language acquisition. Cavus (2016) highlighted that using AI-assisted mobile apps for pronunciation learning has the potential to improve students' pronunciation abilities in comparison to traditional methods. Similarly, the research conducted by McCrocklin (2016) shows that the group exposed to digital technology saw a noteworthy improvement in their motivational beliefs. Furthermore, the provision of feedback may effectively encourage learners to engage in additional practice. This approach is more appropriate for phonetics instructors' guidance and explanation since most students lack a thorough comprehension of phonetic knowledge.

The benefits of using Artificial Intelligence (AI) in foreign language learning by Noviyanti (2020) are expressed as encouraging learners to improvise learning independently. In the context of learning speaking with branch pronunciation, AI based application can help learners to learn independently. In addition, AI based application can also help learners to self-correct their mistakes and let them learn from the evaluation results of their mistakes. The use of AI is emphasized to be able to have a positive impact on learning attitudes by developing learner independence. Furthermore, Zou et al. (2023) mentioned that technology such as Artificial Intelligence (AI) has brought a positive attitude towards learning. This is evidenced by the significantly improved speaking ability of samples exposed to AI speaking apps. The students' speaking ability improved as they were able to pronounce vocabulary correctly and

use correct pronunciation. In addition, AI proved to be beneficial for learners because of its success in motivating learners to always improve their speaking practice with the help of AI. Based on these two studies, it can be synthesized that AI has an influence on learning attitudes in the form of increasing learner independence and providing motivation for learners to learn pronunciation properly.

On the other hand, distinctive features of the ELSA Speak app have captured the interest of experts examining its integration into pronunciation instruction. Notably, Yilan (2019) study examined Turkish students' perspectives on English learning through the use of two Mobile-Assisted Language Learning (MALL) technologies: Immerse Me and the ELSA Speak app. The study revealed a significant improvement in student learning through the implementation of Speech Recognition Technology (SRT). Similarly, Samad & Ismail (2020) validated the effectiveness of the ELSA Speak app in enhancing Indonesian students' pronunciation through quantitative pre- and post-tests. Kholis (2021) study further confirmed its efficacy, emphasizing student involvement in the learning process. An additional investigation at SMA Negeri 9 Yogyakarta showcased the app's benefits in role-playing activities, indicating improved pronunciation, heightened communication desire, and an engaging learning atmosphere. While previous investigations explored the benefits of ELSA Speak, a notable gap lies in understanding how the use of AI-based pronunciation apps influences students' learning attitudes at the primary school.

In addition, previous research conducted by Arini et al (2022) revealed that AI-based applications help the process of improving the English competence of learners who study English as a foreign language (EFL). The application used is Novo Learning. In the research of Arini et al. (2022), it is not mentioned how the effect of AI-based applications on improving the pronunciation of learners who use it as a means of learning EFL, but rather, this study using a sample of university students shows that the EFL learning process is helped by the existence of AI-based as evidenced in the creation of a pleasant learning experience with Novo Learning.

Based on the three previous studies mentioned above, it can be formulated that the research gap of this study is the use of a sample of primary school students who are in the golden age to produce words and practice pronunciation well and the use of AI based named ELSA Speak Up. The contribution of the study which has this research gap is to provide a discourse on the AI assistance of ELSA Speak Up on the pronunciation learning attitude of primary school students who learn English as a foreign language (EFL).

Moreover, the primary objective of this study is to assess a pronunciation teaching method by evaluating the effectiveness of the ELSA (English Language Speech Assistance)

Speak app within EFL classrooms at the primary school. This research aims to fill a critical gap by comprehensively investigating various facets of technology's influence on pronunciation instruction. A particular emphasis is placed on scrutinizing students' emotions and understanding how these factors shape their enthusiasm and active involvement in the language acquisition process (Richards, 2001). The selection of this subject arises from the need to tackle the existing deficiency in research, which mostly employs quantitative methodologies in conventional classroom environments when investigating the influence of technology on language acquisition.

Furthermore, this research investigates a contentious matter regarding the use of technology in language teaching. This research examines the potential disagreements on the effectiveness of pronunciation teaching through the use of apps like ELSA Speak. The aim of this study is to provide a comprehensive understanding of the complexities involved. This study is distinctive since it employs qualitative methods to find out the subjective experiences of pupils. The goal is to elucidate the emotional and motivational aspects that are crucial in the process of language acquisition. The objective of this research is to provide a substantial addition to the existing understanding of technology-enhanced language teaching. The purpose is to provide significant theoretical and methodological insights that might inform future research and enhance teaching practices.

## **2. LITERATURE REVIEW**

### **The Definition of Attitudes**

Attitudes can be conceptualized as propositional representations that differ from associations in that they convey relationship information and possess a truth value (Jan De Houwer et al.,(2019).

This study examines the opinions of students in EFL classrooms towards the use of AI speech assistance. Attitudes have become crucial in the process of acquiring linguistic skills (Sujono, 2017). Students' attitudes can have an impact on their level of passion and engagement in the classroom, which in turn can have an impact on the language learning process (Richards, 2001). Furthermore, attitude refers to the deliberate selection, subjective perspective, or behavior that an individual adopts in response to an object, individual, or circumstance (Ajzen, 2005). According to Azwar (2010), the concept of attitudes refers to an individual's reaction or response to an object, which in turn influences their behavior in unique ways.

Furthermore, students' attitudes will influence their actions, arguments, and emotional responses towards objects within the classroom setting. Attitude, once again, is a manifestation of students' emotions, beliefs, and responses towards something. Moreover, according to

Lapierre (1934.), attitudes are defined as a pattern of conduct, inclination, or anticipatory preparation. Generally speaking, attitude can be understood as the way students react or respond to an object or thing, typically in the form of an appraisal or observation.

### **The Components of Attitude**

An individual's attitudes towards an object exhibit a structure with multiple components. In addition, Ajzen (2005) delineate certain constituents of attitude structures, specifically: Cognitive, Affective, Behavioral.

Cognitive attitude refers to an individual's belief and comprehension of an object based on their visual, sensory, or auditory perception. Furthermore, the cognitive aspect is also interconnected with one's understanding, perspectives, and convictions on the subject of their attitude. Ajzen (2005) further stated that the cognitive component encompasses thoughts and ideas pertaining to the object of attitude. This includes judgments, beliefs, impressions, attributions, and responses.

Affective attitude refers to an individual's subjective emotional perspective on something. The affective component encompasses an individual's emotions and sentiments towards the object of their attitude. Affective components can be discerned through an individual's emotional state, which can manifest as either positive or negative sentiments, indicating either happiness or dissatisfaction with a certain object.

Behavioral attitude refers to an individual's inclination to act in a certain way towards the things they encounter. The individual's attitude must be aware of its orientation, whether it is negative or good. The orientation of human attitudes can be discerned through the constituent elements of attitude that stem from an individual's or subject's observable behavioral or action-based responses.

### **The significance of students' Attitudes in the Educational Process**

The attitudes of students have a crucial role in achieving significance in numerous academic disciplines. Hussein et al. (2018) posits that attitude has the potential to impact students' growth and efficiency in a specific academic area. According to Abdul Hussein (2014), the effectiveness and potency of the teaching and learning process are enhanced when students demonstrate high levels of attentiveness, enjoyment, active engagement, and enthusiasm towards specific activities or materials. Furthermore, the attitudes exhibited during teaching and learning have a substantial influence on students' academic accomplishments and engagement. In addition, Sujono (2017) highlighted the importance of students demonstrating favorable dispositions towards the processes of teaching and learning. Having a good attitude is expected to inspire students, enhance their performance in the classroom, and impact their

overall learning outcomes. Conversely, children with pessimistic views had poor academic achievement in the classroom.

### **Artificial Intelligence in the EFL Classroom**

John McCarthy is credited with coining the phrase Artificial Intelligence (AI) in 1955, which marked the beginning of AI as a discipline within computer science. AI, or artificial intelligence, is a field that focuses on creating robots that can imitate human language, think abstractly, solve difficult problems, and improve themselves. The development of AI has benefited from the contributions of numerous disciplines, such as anthropology, biology, philosophy, psychology, and linguistics. The task of defining AI is difficult due to the presence of various interpretations, yet a common element is its ability to imitate human intelligence. Within the realm of education, specifically in the field of language teaching and learning, AI is seen as a potential language instructor, highlighting the importance of directing research towards the responsibilities of teachers Sumakul (2019) suggests that teachers must acquire specific skills to navigate the disruptive effects of AI in education.

In the realm of English as a Foreign Language (EFL) classrooms, AI technologies are reshaping the roles of EFL teachers. AI-powered apps can now perform tasks traditionally carried out by teachers, such as providing grammatical feedback on student writing. These apps offer comprehensive yet concise explanations and examples, enabling learners to grasp grammar in practical contexts and fostering personalized learning experiences. Similar AI apps exist for other EFL domains like speaking, writing, and vocabulary learning, often accessible through mobile devices, enhancing convenience and authenticity in learning situations. While AI proves to be a valuable companion, aiding both learners and teachers with personalized feedback, there's a looming concern that it might encroach upon traditional teaching roles. Teachers' views play a crucial role in shaping the integration of technology into education, influencing the quality of students' learning outcomes. As AI technologies infiltrate EFL classrooms, this study aims to explore how teachers perceive this integration and identify key pedagogical considerations for effectively incorporating AI into their teaching practices.

### **English Language Assistance (ELSA) Speak App as a Powerful Tool for Learning Pronunciation in the EFL Classroom**

Fluency in pronunciation is a crucial aspect of English language instruction. Pronunciation serves not just as a component of the English curriculum but also has the potential to impact a student's speaking abilities. Pronunciation refers to the act or manner of articulating words and producing speech. Put simply, it can be described as a manner of articulating a word, particularly a manner that is widely recognized or commonly

comprehended. Pronunciation, in the context of the senses, refers to the act of producing and perceiving spoken sounds in order to convey meaning (Diah, et al, 2006). Hence, the enunciation of words should be clear and comprehensible. Furthermore, according to Harmer (2016), teaching pronunciation not only increases students' awareness of various sounds and sound characteristics, but it also significantly enhances their speaking abilities. Indeed, the task is challenging due to the numerous difficulties encountered by students in acquiring proper pronunciation skills. EFL students encounter a significant challenge in mastering English pronunciation due to the notable diversity of dialects. British English and American English are distinct variants of the English language that have evolved separately due to historical, political, and social factors. Consequently, it is clear that there is no inherent superiority or inferiority between British English and American English (Han, 2019). Nevertheless, for individuals who are acquiring a new language, it is crucial to carefully examine the distinct features and variations in language usage.

In order to improve students' ability to pronounce words accurately, educators can utilize technology, such as pronunciation software. The researchers utilized the ELSA Speak app program to facilitate the development of students' pronunciation skills. The ELSA Speak app program is a highly adaptable tool used worldwide by people, language schools, colleges, and organizations as a virtual language teaching tool (Shrum & Glisan, 2010).

Multiple prior studies have investigated the utilization of technology to enhance English pronunciation abilities. Elimat & AbuSeileek (2014) did a study titled "Automatic Speech Recognition Technology as an Effective Means for Teaching Pronunciation," while Fatemeh (2014) explored the topic of "Technology and English Language Pronunciation." In addition, Al-Qudah (2012) conducted a study on enhancing computer-assisted programs for improving English pronunciation at Jordanian universities. The present study is to evaluate the effectiveness of the ELSA Speak app in improving students' pronunciation, taking into account the differences in apps and participant characteristics observed in previous studies.

### **3. METHOD**

#### **Research Design**

The study employed a descriptive methodology to comprehensively understand and interpret students' viewpoints regarding the usage of the ELSA Speak app, as well as the obstacles they encountered. Descriptive research, as delineated by Creswell & Creswell (2007), is characterized by its focus on offering a thorough portrayal and interpretation of an individual's behaviors or perspectives within particular events or circumstances. This approach aims to furnish a detailed account of participants' attitudes, actions, or other characteristics

within a specified group, aligning with Creswell (2018) assertion that descriptive methodologies involve succinctly explaining individual traits within a collective framework. Thus, through the descriptive methodology adopted in this study, researchers aimed to gain nuanced insights into students' experiences with the ELSA Speak app, shedding light on both their positive perceptions and the challenges they faced, thereby contributing to a deeper understanding of language learning technology implementation in educational contexts.

### **Participants**

Total of twenty students participated in the study. Purposive sampling technique was conducted for data sampling since the researcher aimed to use participants who met the criteria. In line with Creswell (2018), purposive sampling is aimed to allow researcher to focus on specific characteristic in order to gain in-depth understanding along with statistical representation. Moreover, 20 B1 primary school kids in EFL Class are involved as participants.

### **Instrument**

Instruments which are used in this study is questionnaire in which questionnaire is brought up to scale statistically about the students' effects after using ELSA Speak Up. Additionally, there is also an interview conducted as the research instrument to observe change the students' attitude in learning pronunciation.

### **Data Collection Technique**

Data collection is an essential step in acquiring information from people. Creswell & Creswell (2007) employed data collection in qualitative research to get specific data for addressing the study challenge. The data collection technique started with teachers organizing the class and instructing pupils to select a single audio item as their educational resource. Students attentively engaged with an app that provided specific instructions, thereafter reviewing their recorded audio and reflecting on it in an analytical presentation. The utilization of ELSA Speak prompted students to engage with the platform, resulting in observable changes in their attitudes. Upon the conclusion of the lesson, the writer gathered the data. Subsequently, this study gathered the requisite information to address the research inquiries using two data collection tools: a questionnaire and an interview. Furthermore, the questionnaire and interview questions were derived from Sujono's (2017) prior research, with certain modifications made to align with the objectives of this study.



## **Data Analysis**

The study involved a descriptive analysis of the interview results. The writer disregarded the superfluous response from an interviewee that was not relevant to the inquiry regarding pupils' challenges in using digital learning. The following text provides an explanation of the questionnaire data:

### **Measurement of Attitude Using Questionnaire**

To determine how to explore methods for enhancing the pronunciation of the ELSA Speak app through the integration of artificial intelligence (AI) speech recognition in an English as a Foreign Language (EFL) classroom, the researchers conducted in-depth interviews with a group of students. The purpose of these interviews was to generate potential solutions that could be considered to increase the effectiveness of the ELSA Speak app in this particular setting. Three essential strategies can be implemented to enhance the efficacy of pronunciation learning through the use of the Elsa Speak app. These strategies, derived from the feedback of the participants in this group, include the exploration of supplementary pronunciation materials, heightened teacher engagement during the learning process, and the fostering of a collaborative classroom environment.

Attitudes have a high correlation with individual control, making it impossible to quantify them by simply viewing a person's physical traits (Barros & Elia, 1997). It implies that assessing an individual's attitude is interconnected with evaluating their actions or perception. Nevertheless, as per Krosnick (1989), the assessment of an individual's attitudes goes beyond mere evaluation of their actions, as it encompasses the interplay of cognitive, affective, and cognitive attitudes. Consequently, several prior research investigations have opted to utilize Guttman's scale for assessing an individual's attitude in specific situations. Guttman's scale is appropriate for assessing and characterizing an individual's attitude due to its ability to capture both positive and negative perspectives (Nabila, 2017). Each question presented a binary choice: either certain or uncertain, affirmative or negative, unprecedented or previously experienced, in agreement or in disagreement. Furthermore, the author employed this scale as it facilitated the analysis of students' answers or reactions in terms of positive and negative views. The response that provided evidence for the questions was assigned a score of 1, while the answer that did not provide evidence for the question was assigned a value of 0 (Sugiyono, 2013). Thus, this study utilized Guttman's scale to assess the questionnaire about students' views towards the utilization of the ELSA Speak app. The survey was based on a previous study by Sujono (2017) that also looked at students' opinions in a classroom setting.

## **Observation of Attitude Using Triangulation**

After making observations, the researcher analyzed the interview observation data using the theory triangulation method. The theoretical triangulation method according to Creswell (2018) is a method used to check the validity of data or check the validity of research findings using other existing theories or data sources. In the theoretical triangulation method, the researcher will compare the findings from the observation interview with the findings from the pre-existing theory.

## **4. RESULTS**

The following explanation delineates the cognitive, emotional, and behavioral attitudes of students towards utilizing ELSA Speak for the purpose of acquiring pronunciation in an English as a Foreign Language (EFL) classroom.

### **Students' Cognitive Attitudes: ELSA Speak App for Pronunciation Learning in the ELF Classroom**

Cognitive attitude pertains to an individual's views and comprehension. The findings from the questionnaire and interview revealed that 14 students showed a favorable inclination towards embracing the adoption of the ELSA Speak app. They claim that ELSA facilitated the creation of clearly spoken words. They effortlessly grasped and comprehended the meaning of the word content, which facilitated their verbal communication. Previously, students indicated that the course book just covered specific topics, and they required more practice and feedback to enhance their speaking. Nevertheless, they have prior information that enabled them to construct their discourse on the subject matter presented in the textbook. The utilization of ELSA Speak as a tool for pronunciation learning proved to be beneficial as it allowed students to enhance their existing knowledge by means of the ELSA recording. Hence, the utilization of ELSA Speak might aid students in enhancing their pronunciation during verbal communication.

Conversely, six students exhibited a pessimistic cognitive disposition as they struggled to comprehend the purpose of the ELSA speech throughout their oral communication. They claimed that the issue was difficult to comprehend, despite being presented in the ELSA Speak recording, and they seldom critiqued their pronunciation throughout their speaking.

### **Students' Affective Attitudes: ELSA Speak App for Pronunciation Learning in the ELF Classroom**

Affective attitudes are representations of an individual's subjective emotional perspectives or feelings. According to the questionnaire and interview, 18 students had good affective attitudes as they expressed liking and enthusiasm for implementing EFL Speak.

According to their statement, they experienced feelings of happiness and engagement during classroom interactions due to their ability to select information from ELSA Speak. When teachers solely used textbooks in the past, the students found it boring because they had to strictly adhere to the publisher's content. Students can utilize the ELSA Speak materials to choose a topic and use it as a basis for practicing pronunciation words. In addition, users could conveniently utilize the ELSA talk feature via their electronic devices. Students also acknowledged that ELSA Speak was enjoyable due to its provision of feedback.

On the flip side, a mere two students had a negative affective attitude due to their dislike of listening to the tape. They needed proficient listening abilities. They experienced feelings of insecurity due to their inability to comprehend the instructional audio of ELSA Speak.

### **Students' Behavioral Attitudes: ELSA Speak App for Pronunciation Learning in the ELF Classroom**

Behavioral attitudes refer to an individual's inclination to behave in a certain way towards an object. According to the questionnaire and interview, 17 students demonstrated favorable behavioral attitudes towards utilizing podcasts for English language acquisition. ELSA Speak facilitated active student engagement in classroom discourse by offering a plethora of new resources and fostering students' self-assurance. Occasionally, they inquired with the teacher about the intricacy of the vocabulary used in ELSA Speak. In addition, they were able to efficiently arrange the pronunciation words due to their ability to readily comprehend the instructional terms. Nevertheless, three students were unable to actively participate in classroom engagement due to encountering challenges in utilizing the ELSA Speak app.

### **Students' Difficulties towards the Use of ELSA Speak App for Pronunciation Learning in the ELF Classroom**

The interview findings indicate that primary students at the B1 level faced numerous difficulties when using ELSA Speak in the English as a Foreign Language (EFL) classroom. Younger students encountered significant technological obstacles, namely in terms of accessing personal devices and independently navigating the app. This raised concerns about equal access. Relying on personal devices and the need for uninterrupted internet access pose further challenges.

The incorporation of ELSA Speak into the current curriculum posed difficulties, as it necessitated compliance with the existing coursework and the use of interfaces suitable for the students' age to maintain their engagement. The elementary students' aversion to technology, due to their familiarity with conventional teaching techniques, impacted their excitement for

ELSA Speak. Student engagement remained consistent, although younger pupils encountered difficulties managing their screen usage, which required teachers to employ novel methods.

The necessity for unambiguous communication and openness regarding data security measures has been emphasized due to concerns about privacy, particularly among parents. Securing parental consent has become an essential measure in establishing a conducive and safe learning environment. Addressing these problems is of utmost importance in order to optimize the integration of ELSA Speak into the EFL classroom for primary students at the B1 level.

## **Discussion**

### **Student's Cognitive Attitude**

According to Maknun (2020), students' cognitive abilities include the ability to remember information, understand concepts, apply knowledge, analyze situations, evaluate ideas, and create new solutions. Cognitive attitude is the main foundation in the preparation of tests, curriculum, and achievement of educational goals. Hence, this attitude is strongly measurable. In addition, the measurement of this ability is done through learning outcome tests that cover all aspects of cognitive abilities. Indicators of students' cognitive abilities can be arranged in accordance with Bloom's revised taxonomy, which includes the ability to remember, understand, apply, analyze, evaluate, and create.

Based on the observation, interview and questionnaire results, it was found that students perceive and comprehend the purpose and effectiveness of using the ELSA Speak Up app for pronunciation learning is positive. This is evident in statistical depiction that 14 students had favorable attitude towards ELSA Speak Up and they found ELSA Speak Up app is helpful in improving comprehension of word content and their pronunciation as well. In accordance with Raj et al (2020), cognitive attitude is considered perfectly formed when students are able to recall and have more capacity to explain what they learned from previous learning. Based on this, it is evident that ELSA Speak Up forms a positive cognitive attitude in pronunciation learning.

On the contrary, 6 students did not have a positive cognitive attitude towards ELSA Speak Up in the context of pronunciation comprehension and increase ability rate. This is evident in their reason that they found it is struggling to understand the purpose of ELSA Speak Up. According to Glikson & Woolley (n.d.), this attitude is due to the personal pessimism of a person who perceives that Ai does not adequately reflect their needs. Therefore, ELSA Speak Up is considered quite difficult to understand due to personal perceived pessimistic tone of AI.

### **Student's Affective Attitude**

According to Ben-Eliyahu (2019), affective attitude refers to the affective aspect of an object pertains to an individual's feelings and emotions towards it, encompassing whether they have a positive or negative inclination towards it. In the case of English as Foreign Language Learning (EFL), a student's affective attitude refers to their inner emotional response to it. Based on the data finding, there is evidence that 18 students among 20 students expressed liking and enthusiasm for ELSA Speak Up app. They felt happy and engaged during classroom interaction. Moreover, students also appreciated the variety of topics and engagement that are offered by ELSA Speak Up compared to traditional textbook. Additionally, they also felt it's valuable to be given feedback by ELSA Speak Up and it could enhance their motivation to learn English more.

Based on those findings, it can be said that the finding is in line with (Liu & Ma, 2024) which argued that the utilization of AI-powered learning machine can shape learning realities into more enjoyable and construct the positive attitude of students in which it's manifested in students' liking and favor towards AI-powered learning machine. Based on this theoretical suitability, it can be said that ELSA Speak Up shapes students' affective attitude into more positive towards the existence of AI-powered EFL learning machine.

### **Student's Behavioral Attitude**

In alignment with (Abdaljaleel et al., 2024), student's behavioral attitude refers to student's attitude which reflects their inclination to react positively or negatively to tasks. When a teacher mentions a "bad attitude," it implies the student's lack of positive response to instructions. Conversely, a student with a "good attitude" typically demonstrates willingness to cooperate with teacher directives. Based on the data finding, there is evidence that 17 students among 20 students had demonstrated positive attitudes towards using ELSA Speak Up app. Moreover, they also engaged actively in classroom discourse and seeking clarification when needed. It is evident with (Chai et al., 2020) which stated that AI is more likely shape students' attitude in behaving well by showing the interest on what they are learning through the AI itself. Based on this theoretical suitability, it can be said that ELSA Speak Up shapes students' behavioral attitude in using AI-powered language learning machine very well.

## **5. CONCLUSION AND SUGGESTION**

### **Conclusion**

This study concludes that using AI speech recognition alongside the ELSA Speak app to teach EFL pronunciation improves students' attitudes and participation. In offline EFL circumstances, the program effectively improves pronunciation abilities despite usability and technical limitations. The study emphasizes the necessity of improving usability features, resolving technological issues, and investigating the long-term effects on motivation and language skills. The goal of the research project was to comprehend how AI technology and language teaching interact, offering insightful knowledge to scholars, educators, and policymakers. Future research should focus on improving the usability of the apps, removing obstacles to participation, and investigating the long-term effects on motivation and linguistic skills. The consequences highlight ELSA Speak's potential to be a useful addition to conventional language training, given that teachers keep up with technology developments and modify their lesson plans accordingly. By addressing infrastructure issues, policymakers may want to facilitate the integration of these technologies in education.

### **Suggestion**

While this study aims to provide valuable insights into the impact of AI-based pronunciation tools, specifically the ELSA Speak app, on primary school students' attitudes and pronunciation skills, there are several limitations that should be considered. First, the sample size is limited to a specific group of primary school students, which may restrict the generalizability of the findings to other age groups or educational settings. Second, the study primarily focuses on the ELSA Speak app, potentially overlooking other AI-based tools that could also influence pronunciation learning in different ways. Additionally, the research relies on qualitative methods to explore students' emotional and motivational responses, which may introduce subjective interpretations and biases. The short duration of the intervention may also limit the ability to assess long-term improvements in pronunciation and language acquisition. Finally, external factors such as classroom environment, students' prior knowledge, and teacher involvement were not controlled, which could affect the consistency of the results.

Despite these limitations, the findings of this study contribute to the growing understanding of AI's role in language learning, though further research is needed to confirm and expand on these conclusions.

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