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Improving Pronunciation and Speaking Confidence with Speechace in 8th Grade English Learning

Aulia Wahyu Khoirunnisa
Universitas Negeri Semarang
auliawahyukh@students.unnes.ac.id

Novia Trisanti
Universitas Negeri Semarang
novia.santi@mail.unnes.ac.id

Abstract

This study investigates the effectiveness of SpeechAce, a speech recognition tool, in improving pronunciation accuracy and speaking confidence among 8th graders learning English at SMP Negeri 25 Semarang. Employing a mixed-methods approach, the research utilized a survey questionnaire and semi-structured interviews to gather insights from sixty EFL students at Junior High School and two English language teachers regarding their experiences with the tool. The findings demonstrate that SpeechAce significantly enhances students' pronunciation accuracy and boosts their speaking confidence. Teachers reported positive attitudes towards the tool, noting its ability to provide immediate feedback, facilitate personalized learning experiences, and engage students effectively. However, challenges such as varying levels of student familiarity with technology and the need for adequate training were also identified. Overall, the study underscores the dual role of technology as both a facilitator of language learning and a source of pedagogical challenges, offering important recommendations for educators in integrating technology into their teaching practices.

Keywords: English Foreign Learners, Pronunciation, SpeechAce, Teaching, Technology Integration

INTRODUCTION

In the realm of English language education, pronunciation remains a pivotal yet often overlooked aspect of effective communication. Many English as a Foreign Language (EFL) learners grapple with significant pronunciation challenges, primarily due to the phonetic disparities between English and their native languages (Ghafar, 2023). These difficulties not only hinder learners' intelligibility but also contribute to heightened anxiety and reduced speaking confidence, creating barriers to effective interaction in academic and social contexts (Mukhtarul Anam, 2020). Traditional teaching methods, which frequently rely on written exercises and rote memorization, often fail to address the nuanced needs of pronunciation instruction, leaving students without adequate support (Cey Hetty, personal communication, 2024).

Recent advancements in technology, offer promising solutions by providing immediate feedback and personalized learning experiences. This integration of technology into pronunciation teaching aligns with the principles of Communicative Language Teaching (CLT), which emphasizes meaningful interaction and practical language use (Ningsih, 2024).

However, the successful implementation of such technological tools hinges on the insights of educators who navigate the complexities of integrating these innovations into their teaching practices.

In addition, the increasing incorporation of artificial intelligence (AI) technology into language learning and assessment has created more efficient and engaging learning environments (Cohen et al., 2024). Tools utilizing AI, such as speech recognition and natural language processing, have demonstrated effectiveness in improving students' foreign language outcomes. AI-powered resources, including intelligent tutoring systems and automated writing evaluation, provide real-time feedback that enhances students' confidence in practicing their speaking skills (Amin, 2023); Umar, 2024). Furthermore, AI contributes to the efficiency and consistency of assessments by automating grading and feedback processes, which can improve test security (Amin, 2023). However, concerns regarding ethical implications—such as data privacy, algorithmic bias, and equity issues—have emerged with the use of AI in language education (Amin, 2023; Umar, 2024). Additionally, the readability and validity of AI-generated test items may limit the overall effectiveness of these tools (Kic-Drgas & Kılıçkaya, 2024). Consequently, it is essential to redefine the role of teachers in AI-based assessment, ensuring collaboration with policymakers, researchers, and technology developers to effectively integrate AI into language learning, especially in English classes (Umar, 2024).

This paper aims to explore teacher insights on the challenges and benefits of transforming pronunciation teaching through technology integration. By focusing on the experiences of educators at SMP Negeri 25 Semarang, the study seeks to illuminate the practical implications of this transformation and identify effective strategies for enhancing pronunciation instruction. Understanding these dynamics is crucial for developing pedagogical approaches that not only improve pronunciation accuracy but also foster learners' confidence, ultimately leading to more effective communication in English.

SpeechAce is an advanced speech recognition system designed to assess pronunciation and fluency for English learners, aiming to operate independently of instructor intervention (Alnafisah, 2022). Its design principles emphasize practice in both perception and production, individualized feedback, and a focus on accuracy. The website offers both free and full access options for users. Research has shown positive attitudes toward the use of SpeechAce as an AI tool in language learning. For instance, Zainuddin and Mohamad (2024) applied the Technology Acceptance Model (TAM) to evaluate the perceptions of students and teachers regarding SpeechAce. They found that both groups viewed the tool positively, with students rating its usefulness at an average of 3.51 and ease of use at 3.39. Additionally, Mutiara et al. (2024) conducted a study that included a pronunciation test using SpeechAce, alongside interviews with 30 students, revealing improvements in pronunciation attributed to the feedback provided after speaking assessments.

SpeechAce is a speech recognition API designed specifically for evaluating and providing feedback on pronunciation and fluency. It is used by educational institutions, language learning providers, and publishers to assess and enhance speaking skills (Yuniar, 2023). The tool is structured around three main principles: opportunities for both perception and production practice, individualized and immediate feedback, and an emphasis on accuracy. Speechace offers a range of modules focusing on segmental features (vowels and consonants),

suprasegmental features (fluency), and sentence-based elicitation (simple, basic, beginner, and intermediate sentences) (Zawadzki, 2022). The platform is integrated with various Learning Management Systems (LMS) through LTI support, allowing educators to create and edit custom lessons directly within their preferred LMS. This integration facilitates the creation of a variety of automatically scored eLearning speech activities, including word pronunciation, sentence pronunciation, and fluency exercises. The learning tool that can be accessed through the link https://www.speechace.com/.

To further understand the effectiveness of SpeechAce, Moxon (2021) examined its impact on pronunciation among 105 Thai undergraduate English learners. Similar to Mutiara et al. (2024), Moxon found significant improvements in pronunciation accuracy for students using SpeechAce compared to a control group. However, the study also noted a limitation regarding the predominantly female sample and restricted usage, suggesting the need for further exploration of gender differences and various feedback methods.

The integration of technology in pronunciation teaching is not just beneficial but essential in today's educational landscape. As language learners increasingly interact with diverse linguistic contexts, equipping them with the tools to practice and refine their pronunciation is vital. Moreover, technology can empower teachers to offer tailored support, making learning more engaging and effective. By embracing innovative teaching methods, educators can foster an environment where students feel confident and capable of expressing themselves in English, thereby enhancing their overall language proficiency.

Technology in education refers to the integration of digital tools and resources into teaching and learning processes, enhancing educational experiences and outcomes. The use of technology in educational settings has transformed traditional pedagogical approaches, allowing for more interactive and personalized learning experiences. According to (M.Kh., 2021), the incorporation of technology in the educational process not only facilitates access to information but also promotes engagement and collaboration among students. This shift towards technology-enhanced learning environments has been supported by various studies that highlight the positive impact of digital tools on student motivation and achievement.

The competence of English foreign language learners encompasses various dimensions, including linguistic, sociolinguistic, and pragmatic competencies. According to Canale and Swain (1980), linguistic competence refers to the knowledge of the language system, including grammar, vocabulary, and pronunciation. In the context of my research, "The Effectiveness of Speechace to Improve Pronunciation Accuracy and Speaking Confidence in Learning English of 8th Graders at Junior High School," the focus on pronunciation accuracy is crucial as it directly impacts learners' overall linguistic competence. By utilizing Speechace, students receive immediate feedback on their pronunciation, which can enhance their linguistic skills and contribute to their confidence in speaking. Sociolinguistic competence involves understanding the social context in which language is used, including the ability to adjust language according to different situations and audiences (Canale, 1983). This aspect is particularly relevant for 8thgraders, who are at a developmental stage where peer interaction and social acceptance are significant. By improving pronunciation accuracy through Speechace, students may feel more confident in their speaking

abilities, which can lead to increased participation in classroom discussions and social interactions. This enhanced sociolinguistic competence can foster a more engaging learning environment, encouraging students to practice their speaking skills more frequently. Pragmatic competence, which refers to the ability to use language effectively in context, is also essential for language learners (Bachman, 1990). Effective communication requires not only accurate pronunciation but also the ability to convey meaning appropriately in various contexts. The use of Speechace can help learners develop this competence by providing them with opportunities to practice speaking in realistic scenarios, thereby enhancing their ability to communicate effectively. As students improve their pronunciation and gain confidence, they are likely to engage more actively in conversations, leading to better overall language proficiency.

One of the key benefits of technology in education is its ability to cater to diverse learning styles and needs. For instance, the use of multimedia resources, such as videos and interactive simulations, can accommodate visual and auditory learners, while online platforms can provide opportunities for self-paced learning (Fadhlurrahman & Ichsan, 2022).

Furthermore, technology enables educators to implement differentiated instruction strategies, allowing them to tailor their teaching methods to meet the individual needs of students. This adaptability is crucial in today's diverse classrooms, where students come from various backgrounds and possess different levels of prior knowledge and skills. Despite the numerous advantages, the integration of technology in education also presents challenges. Issues such as unequal access to technology, the need for teacher training, and the potential for distraction can hinder the effective implementation of digital tools in the classroom. To address these challenges, it is essential for educational institutions to invest in professional development for teachers and ensure that all students have equitable access to technology. By overcoming these barriers, educators can fully harness the potential of technology to enhance teaching and learning outcomes.

Technology-Assisted Language Learning

Technology-Assisted Language Learning (TALL) refers to the integration of digital tools and resources into language education to enhance the learning experience and improve language skills. The use of technology in language learning has been shown to facilitate access to authentic language materials, provide immediate feedback, and create interactive learning environments (Chapelle, 2003). TALL is particularly relevant as it allows students to engage with pronunciation practice in a dynamic and supportive manner. By utilizing Speechace, learners can receive real-time feedback on their pronunciation, which is essential for developing both accuracy and confidence in speaking. One of the key advantages of TALL is its ability to cater to diverse learning styles and needs. According to Warschauer and Healey (1998), technology can provide personalized learning experiences that accommodate individual differences among learners. For instance, Speechace offers tailored exercises that focus on specific pronunciation challenges, allowing students to practice at their own pace and according to their unique requirements. This personalized approach not only enhances learners' engagement but also fosters a sense of autonomy, which is crucial for language acquisition. As students become more confident in their speaking abilities, they are likely to participate more actively in classroom discussions and collaborative activities. Moreover, TALL promotes collaborative learning opportunities that can

enhance language proficiency. Through technology, learners can connect with peers and native speakers, facilitating meaningful interactions that contribute to their language development (Thorne, 2003). In the case of Speechace, students can practice speaking in a simulated environment that mimics real-life conversations, thereby improving their pragmatic competence alongside pronunciation accuracy. By integrating TALL into the curriculum, educators can create a more interactive and engaging learning environment that not only addresses the challenges of language learning but also empowers students to take charge of their language development.

SpeechAce

Speechace is an innovative online tool designed to enhance pronunciation and speaking skills for language learners. It utilizes advanced speech recognition technology to provide immediate feedback on pronunciation accuracy, fluency, and intonation. This immediate feedback mechanism is crucial for learners, as it allows them to identify and correct their pronunciation errors in real-time, thereby facilitating a more effective learning process (Alnafisah, 2022). The platform is particularly beneficial for learners of English as a second language (ESL), as it addresses common pronunciation challenges faced by non-native speakers. Research indicates that the effectiveness of Speechace lies in its ability to integrate technology with language learning theories. The tool aligns with the principles of communicative language teaching, which emphasizes the importance of interaction and practical use of language in learning (Levis, 2007). By providing a platform where learners can practice speaking and receive constructive feedback, Speechace fosters an environment conducive to language acquisition. Furthermore, the flexibility of the tool allows for personalized learning experiences, catering to individual learner needs and preferences (Alnafisah, 2022). In addition to its practical applications, Speechace contributes to the broader field of applied linguistics by offering insights into the relationship between technology and language learning. Studies have shown that technology-enhanced pronunciation training can lead to significant improvements in learners' speaking abilities (Moxon, 2022). As language education continues to evolve, tools like Speechace represent a shift towards more interactive and learner-centered approaches, highlighting the potential of technology to transform traditional language teaching methodologies.

The Use of Speechace for Learning English Pronunciation

The use of Speechace as a tool for learning English pronunciation is grounded in the principles of technology-assisted language learning (TALL), which emphasizes the integration of digital resources to enhance language acquisition. Speechace employs advanced speech recognition technology to provide learners with immediate feedback on their pronunciation, allowing them to identify and correct errors in real-time. This immediate feedback mechanism is crucial for developing pronunciation accuracy, as it enables learners to engage in self-directed practice and receive guidance tailored to their specific needs (Alnafisah, 2022). By focusing on pronunciation, Speechace addresses a fundamental aspect of language learning that significantly impacts overall communicative competence. Moreover, the effectiveness of Speechace can be understood through the lens of communicative language teaching (CLT), which prioritizes interaction and practical use of language in learning environments. CLT posits that language learning should involve meaningful communication rather than rote

memorization of rules (Richards & Rodgers, 2014). Speechace aligns with this approach by providing learners with opportunities to practice speaking in a context that simulates real-life interactions. This not only helps improve pronunciation accuracy but also fosters speaking confidence, as students can practice without the fear of judgment from peers or instructors. The supportive environment created by Speechace encourages learners to take risks in their speaking, which is essential for language development. Finally, the integration of Speechace into the curriculum can enhance learner motivation and engagement. Research has shown that technology-enhanced learning tools can increase student interest and participation in language learning activities (Dörnyei, 2001). By incorporating Speechace into English language instruction for 8thgraders, educators can create a more dynamic and interactive classroom experience. This approach not only addresses the challenges of pronunciation but also empowers students to take ownership of their learning journey, ultimately leading to improved pronunciation accuracy and greater speaking confidence.

Pronunciation Accuracy

Pronunciation is often a significant barrier for ESL learners. The article notes that students using SpeechAce exhibited marked improvements in their pronunciation accuracy. This is consistent with research that emphasizes the importance of feedback in language acquisition. As teachers, we know that traditional methods often lack the immediacy and specificity that digital tools provide. SpeechAce's ability to analyze speech and give tailored feedback equips students with the knowledge to correct their pronunciation mistakes, ultimately leading to better communication skills.

Speaking Confidence

Another critical aspect discussed is the impact of SpeechAce on students' speaking confidence. The ability to practice speaking in a non-judgmental environment can significantly reduce anxiety, a common issue among language learners. The article suggests that students felt more comfortable speaking English after using SpeechAce, which is a vital factor in language acquisition. As educators, fostering a safe space for students to practice is essential, and tools like SpeechAce can provide that environment.

METHODOLOGY

This study employed a mixed-methods approach, gathering primary data through a survey questionnaire and semi-structured interviews. Two research instruments were utilized: (1) a survey questionnaire and (2) a semi-structured interview, with the survey administered in the classroom. According to Pallant (2007), a Cronbach's Alpha coefficient of 0.70 or higher suggests that the items on a scale are consistent and measure the same underlying construct. The reliability tests conducted on the measurement scales showed that all constructs had Cronbach's alpha ratings exceeding 0.75, indicating high reliability for each item. Consequently, the questionnaire developed by Ghani et al. (2019) is considered a valid assessment tool for adaptation in this study.

RESULT AND DISCUSSION

This section presents an analysis of teacher perspectives on Speechace, gathered through interviews, and discusses the implications for language education. The findings are organized around key themes that emerged from the interview data, supported by existing literature on technology integration in education, speech recognition software, and language learning.

Table 1
EFL learners' perceived usefulness of Speechace

	Mean	Std. Deviation
Using *Speechace* will enhance my speaking performance through personalised feedback.	3.43	.514
Using *Speechace* will save my time by providing instant feedback.	3.58	.528
Using *Speechace* can make it easier for students to practice speaking skills.	3.55	.577
Using *Speechace* will enhance the effectiveness of acquiring speaking skills.	3.48	.534
I find *Speechace* useful.	3.53	.533

In this study, perceived usefulness refers to students' views on whether Speechace has improved their speaking ability. Data presented in Table 1 indicate that student participants believe that using Speechace has saved them time by providing instant feedback for each completed activity (M=3.58; SD=0.528). Additionally, students feel that Speechace simplifies their speaking practices (M=3.55; SD=0.577). Overall, a majority of students consider Speechace to be a valuable application (M=3.53; SD=0.533). These findings are consistent with previous research by Alnifasah (2022), Kaur & Gill (2019), Keerthiwansha (2018), Makhlouf (2021), and Moxon (2021), which emphasize the effectiveness of AI tools in ESL classrooms, especially in speaking activities.

Table 2
EFL learners' perceived ease of use of Speechace

	Mean	Std. Deviation
I find *'Speechace'* easy to use.	3.40	.600
Learning how to use *'Speechace'* is easy for me.	3.45	.548
It is easy to become skilful in using *'Speechace'*.	3.33	.554
Improving pronunciation is easy through *'Speechace'*.	3.37	.647

Perceived ease of use denotes a student's belief that utilizing Speechace to learn speaking skills involves little effort. Overall, learners feel that it is easy for them to learn how to operate Speechace (M=3.45; SD=0.58). Students view Speechace as user-friendly (M=3.40; SD=0.600). Furthermore, learners believe that using Speechace has facilitated their pronunciation improvement with ease (M=3.37; SD=0.647). This finding is consistent with the research by Natale and Cooke (2021), which identified perceived ease of use as a critical factor influencing users' attitudes and behavioral intentions.

Table 3
Users' attitude after using Speechace

	Mean	Std. Deviation
Improving speaking skill using *Speechace* is a good idea.	3.48	.534
I feel positive towards the use of *Speechace* in speaking class.	3.41	.543
I believe that *Speechace* helps me to be better in speaking.	3.40	.526
I generally favour the use of *Speechace* for speaking class.	3.31	.603
I believe that it is a good idea for me to use *Speechace* to further improve my speaking skills in the future.	3.40	.524

Table 3 presents data on users' attitudes following their experience with Speechace. In this study, attitude refers to students' evaluations of the benefits of using Speechace. As indicated in Table 2, a majority of students exhibit a positive attitude toward utilizing Speechace to enhance their speaking skills (M=3.48; SD=0.534). Students feel that Speechace has contributed to the improvement of their speaking abilities (M=3.40; SD=0.526), and they believe it can be used in the future to further develop their speaking skills (M=3.40; SD=0.524).

These findings are consistent with previous research by Aiello and Mongibello (2019), Alemi and Khatoony (2020), and Moxon (2021), which highlight the advantages students gained from using Speechace, contributing to their favorable attitudes toward its implementation.

Table 4
Users' behavioural intention after using Speechace

	Mean	Std. Deviation
I intend to frequently use *Speechace* to practice my pronunciation.	3.19	.596
I intend to use *Speechace* throughout this semester and the following.	3.23	.602
I intend to repetitively use *Speechace*.	3.21	.661

In this construct, researchers examine students' intentions regarding the actual use of Speechace. The mean scores for all three items range from 3.19 to 3.23, reflecting a strong intention to utilize the AI application. The data indicates that students have a high intention to use Speechace in the upcoming semester (M=3.23; SD=0.602). Additionally, students express a desire to use Speechace repeatedly to improve their speaking skills (M=3.21; SD=0.661). Therefore, it is clear

that learners possess both a positive attitude and a strong intention to use Speechace more frequently to enhance their speaking abilities.

Table 5
Participants' Demographic Profiles

Participants	Gender	Years of teaching experiences	Highest Qualification
Teacher 1 (T1)	Female	21	Bachelor's Degree in Education
Teacher 2 (T2)	Male	17	Master's Degree in Education

Perceived Usefulness (PU)

The improved performance of students plays a crucial role in encouraging teachers to adopt AI tools in their classrooms. Educators have reported considerable satisfaction with their students' pronunciation and increased confidence levels when using Speechace in speaking classes. To maintain confidentiality, the teachers' names have been anonymized, referred to as T1 and T2, while the abbreviation (INT) denotes the interviews conducted.

One teacher remarked, "Yes, it can be seen from my students. They have better pronunciations now after completing a series of practices and tests in Speechace." (T1, INT). This statement illustrates the tangible benefits that the tool has brought to the learning process.

Another educator noted, "Somehow I could sense students have better self-esteem. They are no longer reluctant to participate in speaking activities as they somehow know that their pronunciation has improved…" (T2, INT). This observation highlights the psychological impact of improved speaking skills, showing that students feel more empowered to engage actively in their learning.

These findings are consistent with previous research that has shown that utilizing AI speech evaluation programs can lead to significant enhancements in the speaking abilities of English as a Second Language (ESL) learners (Adipat, 2023; Aiello & Mongibello, 2019; Dai & Wu, 2023; Dizon, 2020; Xiao & Park, 2021). Such studies reinforce the notion that integrating technology into language instruction can yield positive outcomes, both in terms of linguistic proficiency and student confidence.

Time-Saving

Effective time management is a critical component in educational environments, as it ensures that students derive maximum benefit from their lessons. This principle was emphasized by Teacher 1 (T1), who highlighted how the integration of Speechace into her curriculum has significantly streamlined the process of completing speaking tasks. As a result, students are able to enhance their speaking skills more effectively and efficiently.

T1 noted that the use of Speechace has transformed the way her students approach their speaking practice. "...students no longer need to wait for my feedback. With Speechace, they have more flexibility in time as speaking practices can be completed outside class hours. They also get immediate feedback to help them correct errors in pronunciation." (T1, INT). This statement reveals how the tool not only saves time but also empowers students to take control of their learning.

Furthermore, this finding is in line with research conducted by Aiello and Mongibello (2019), which underscores the significance of AI tools in providing timely feedback and tailored recommendations. Such resources are invaluable in facilitating student progress, enabling learners to identify and address their weaknesses without unnecessary delays. Overall, the integration of efficient time management practices, alongside technological tools like Speechace, creates a more productive learning environment where students can thrive and develop their language skills effectively.

Perceived Ease of Use

Both teachers and students have reported that Speechace is remarkably easy to integrate into classroom settings. The user-friendly design of the tool has encouraged its adoption by both educators and learners alike, making it an attractive option for language instruction. This ease of use is a significant factor in motivating teachers to incorporate it into their lessons.

Teacher 1 (T1) shared her initial concerns about the application: "When the first time the researcher of this study explained about Speechace, I was worried that it would take a lot of time to understand how to use this app. However, after signing up and exploring Speechace, I was amazed by the user-friendly interface. I didn't take long to explain to the students as they were able to maneuver on their own after the first demo." (T1, INT). This quote illustrates how quickly both the teacher and her students adapted to the tool, highlighting its intuitive design.

Teacher 2 (T2) echoed these sentiments, stating, "Speechace is definitely an easy software to use. Explaining phonetics can be challenging and tiring. But with Speechace, I let the students repeat the sounds as many times as they wanted. It helped them to pick up the right sounds and practice pronouncing English words more accurately too." (T2, INT). This perspective underscores how the software not only simplifies the teaching process but also enhances students' learning experiences by allowing them to practice at their own pace.

These observations align with the findings of Moxon (2021), who emphasizes that students exhibit a favorable attitude toward Speechace largely because of its user-friendly interface. This accessibility enables students to navigate the platform independently, enhancing their overall learning experience.

Teachers' Positive Attitudes Post-Implementation

After using Speechace in their classrooms, both teachers demonstrated a notably positive attitude, largely due to the benefits they experienced from the tool. As noted by Alshahrani (2023), there has been a marked increase in technological proficiency among educators as they adapt to the evolving demands of the digital age.

T1 expressed her enthusiasm, stating, "I believe that Speechace is a useful AI tool that should be used by other teachers too. I feel the implementation of Speechace may help to lower teachers' burdens and substantially improve my students' speaking skills." (T1, INT). This statement reflects her belief in the tool's potential to enhance both teaching effectiveness and student outcomes.

T2 also advocated for the continued use of AI tools, remarking, "We need more AI tools like Speechace. It helps students to be more progressive in their learning." (T2, INT). This highlights a shared conviction among the teachers that technology can play an essential role in advancing educational practices.

Future Intentions Regarding Speechace

Both teachers expressed a strong intention to continue using Speechace in their future ESL classes, believing it has significantly contributed to improving their students' speaking abilities. T1 affirmed, "Of course. I will keep on using Speechace. I will also introduce it to my undergraduate students next semester." (T1, INT). This demonstrates her commitment to integrating effective tools into her teaching.

Similarly, T2 stated, "Yes, sure. I will continue using Speechace. I'm also interested in exploring other AI tools that are suitable for my students." (T2, INT). This eagerness to explore additional resources underscores

their proactive approach to enhancing their teaching methodologies.

However, T2 also voiced a concern about the potential overreliance on AI tools among educators. He emphasized the need for a balanced approach, suggesting that stakeholders and teachers carefully plan the integration of these technologies into ESL classrooms while not overlooking the crucial role of the teacher.

"… it's important for teachers to use AI tools sparingly in their lessons. It is important to keep monitoring students' progress from time to time and not rely too much on AI tools. I believe that AI is there to assist teachers. But AI should never replace a teacher's presence." (T2, INT). This perspective serves as a reminder that while AI can be a valuable resource, the human element in education remains irreplaceable.

Figure 1. SpeechAce Website

Advantages of Using SpeechAce

1. Accessibility

One of the primary advantages of using SpeechAce is its accessibility. Students can use the platform outside of school hours, allowing for additional practice and reinforcement of classroom learning. This flexibility is beneficial for students who may need extra time to grasp pronunciation concepts.

2. Engagement

Digital tools often promote greater engagement among students. The interactive nature of SpeechAce can make learning more enjoyable, which is critical for maintaining student interest. Teachers can leverage this engagement to enhance participation in speaking activities.

3. Data-Driven Insights

Teachers can benefit from the analytics provided by SpeechAce. The platform tracks student progress, allowing teachers to identify areas where students struggle and adjust instruction accordingly. This data-driven approach can lead to more informed and effective teaching strategies.

Limitations and Challenges

Despite the clear benefits, there are limitations to consider when integrating SpeechAce into the classroom.

1. Dependence on Technology

While technology can enhance learning, it can also create a dependency that may hinder students' ability to engage in spontaneous conversation. Teachers must balance the use of digital tools with traditional speaking practices to ensure students can communicate effectively in real-world situations.

2. Variation in Learning Styles

Not all students learn in the same way. While some may thrive with the feedback from SpeechAce, others may require more direct interaction with teachers or peers. It is crucial for educators to recognize these differences and provide a range of learning opportunities to accommodate diverse learning styles.

3. Accessibility Issues

While SpeechAce is accessible online, not all students may have equal access to the necessary technology or a reliable internet connection. This can create disparities in learning opportunities, and teachers must

find ways to ensure all students can benefit from the tool.

Teacher's Role in Implementation

The successful integration of SpeechAce requires active involvement from teachers. Educators must be trained not only in how to use the tool effectively but also in how to interpret the data it provides. This training ensures that teachers can offer targeted support based on individual student needs.

Recommendations for Effective Use

- Blended Learning Approach: Combine SpeechAce with traditional teaching methods to create a well-rounded language learning experience. Use the tool for homework and practice, while reserving classroom time for face-to-face interaction.
- Regular Feedback Sessions: Hold regular check-ins with students regarding their progress with SpeechAce. Encourage discussions about their experiences, challenges, and successes to foster a supportive learning environment.
- Incorporate Group Activities: Use the data from SpeechAce to form small groups where students with similar challenges can practice together. Peer support can enhance learning and build confidence.
- Professional Development: Invest in professional development opportunities for teachers to better understand how to integrate technology into their teaching practices effectively.

CONCLUSION

In conclusion, this study provides valuable insights into teacher perspectives on Speechace and its potential to enhance language education. While teachers generally expressed positive attitudes towards the platform, they also raised several challenges and concerns that need to be addressed. By integrating Speechace thoughtfully into the curriculum, providing adequate training and support for teachers, and addressing concerns about data privacy and algorithmic bias, it is possible to harness the power of AI to improve language learning outcomes. The article on the effectiveness of SpeechAce presents valuable insights into enhancing pronunciation accuracy and speaking confidence among 8th graders. From a teacher's perspective, the tool offers numerous advantages, including immediate feedback, increased engagement, and accessibility. However, it is essential to recognize the limitations and challenges that come with technology use in the classroom. By balancing digital tools with traditional teaching methods and actively involving educators in the implementation process, we can create a more effective and inclusive learning environment for our students.

The future of language learning is undoubtedly intertwined with technology, and tools like SpeechAce represent just one of the many ways we can enhance our teaching practices. As educators, our commitment to adapting and evolving our methods will ultimately determine the success of our students in mastering the English language.

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