The Effect Of Using ChatGPT Application To Improve Students' Speaking Ability At The Eleventh Grade Students Of SMAN 9 Mandau

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ARTICLE INFO

ABSTRACT

This study was a quantitative approach with quasi-experimental research design. The descriptive quantitative methods was applied to describe the data. The research population was all class eleventh grade students, totaling 291 students consisting of 9 classes. Due to the large number of population, the researcher took a sample of 54 students. In this research, it was found that the mean of pre-test score in experimental class was 62.07 and in control class was found 60. Meanwhile, the mean of post-test score which found in experimental class was 74.86 and in control class was 68. It can be concluded that there were differences in the average of the students' speaking ability at the time of pretest and posttest. It meant there was significant effect on students' speaking ability by ChatGPT Application.

Introduction

Speaking is very important in human life. By speaking, people can communication with other someone usually face some troubles in social interaction like he or she cannot produce his ideas, arguments and feeling communicatively. One sometimes can understand what others say but he or she not able to communicate it. Based on the preliminary observation in SMAN 9 Mandau, there are some problems that English learning, such as they are less active in speaking English, there is no partner in speaking English, there is a lack of vocabulary for speaking, and there is a lack of pronunciation. Besides, the teacher is not able realize the students problem in speaking and could not create a good situation in teaching learning process in the classroom.

From the reason above, the researcher wants to improve students' speaking ability by using media application. In learning English, the used of application is one of the efforts in making the learning atmosphere to be effective and able to facilitate students in training in speaking English. One of the media that I will use is ChatGPT Application, because give convenience for us to use it. Having the ability to speak English is a demand for everyone nowadays. In this globalization area, the necessity to communicate actively and well becomes a necessity in order to compete and cooperate internationally.

Chat GPT is part of AI. Artificial intelligence (AI) has revolutionized various aspects of our lives and reshaped industries across the globe. AI has become a driving force behind innovation, efficiency, and progress. The field of education is experiencing a profound transformation with the integration of AI technologies. Education is being revolutionized by artificial intelligence. AI-powered adaptive learning platforms can customize educational content to match each student's individual needs and learning styles. Chatbots that use AI like GPT models are making major advancements in education by improving how students learn, teachers teach, and schools function. Chatbots are especially useful for learning languages, as they can imitate real conversations, fix grammar and pronunciation errors, and generate diverse language activities. The interactive, dynamic nature of chatbots powered by GPT models gives language learners a more immersive and engaging experience. AI is democratizing access to quality education, fostering lifelong learning, and nurturing a more skilled and knowledgeable workforce (Abdullayeva & Muzaffarovna, 2023).

To improve the students in speaking ability , it needs an appropriate strategy or technique to solve their problem. From the problem above, The researcher will conduct a research entitled : "The Effect Of Using ChatGPT Application To Improve Students' In Speaking Ability At The Eleventh Grade Students Of SMAN 9 Mandau".

The Concept of Speaking

Speaking is one of the basic language skills that have to be mastered by English Foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel according to (Susnawati & Marhaeni, 2020).

Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. Speaking is an important skill in expressing idea in communication (Marleni, 2018). Meanwhile, from (Efrizal, 2012), speaking is the process of making and sharing meanings using verbal and non verbal symbols in different contexts. The main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about. It means that people in the world have speaking skill because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

From the description above, the researcher concluded that, speaking is an approach to convey, share ideas and feelings orally. Speaking involves several skills such

as vocabulary, pronunciation, accuracy and fluency. Students must master all of these elements. Speaking especially in Foreign languages is an activity that is necessary for all ages of students because from this activity people can understand what other people who use foreign languages say as well, meaning that people in the world have the ability to speak because speaking is an activity. Which people do all the time to communicate with other people and build good relationships in the community.

Teaching Speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to used the target language to communicate with others.

According to Harmer 2000, there are three basic reasons why it is a good idea to give students speaking task with provoke them to use all and any language at their comment. Those are:

1. Rehearsal
   Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks students to rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking ability except in the class.
2. Feedback
   Speaking tasks where students are trying to used all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.
3. Engagement
   Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and useful feedback, they was get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves. In this thesis, the researcher was explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade.

Based on the discussion, it is evident that integrating speaking tasks into English language teaching in Indonesia serves several crucial purposes. Firstly, such tasks allow students to rehearse and improve their ability to engage in discussions, both in and out of the classroom, thereby enhancing their overall speaking skills. Secondly, these tasks provide valuable feedback for both teachers and students, highlighting areas for improvement and boosting confidence. Lastly, well-designed speaking activities foster high levels of engagement and motivation among students, making learning enjoyable and meaningful. Overall, integrating speaking tasks effectively into English language instruction not only develops communicative skills but also encourages active participation and continuous improvement among students.

Speaking Ability

Speaking ability relates to the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking ability can converse or to express the students ideas fluently with precise vocabularies and good or acceptable pronunciation. In general, one will be defined to have a good ability of speaking when he/ she possesses several competences. According to Torky, the 17 sub-competences/skills are necessary to following demonstrate speaking ability:

1. Linguistic Competence
   Linguistic competence entails the ability to pronounce words clearly, obey grammatical rules correctly, and use a vocabulary that is relevant, adequate, and suitable.
2. Discourse Competence
   Discourse competence encompasses not only the ability to structure discourse in a clear and cohesive manner, but also the ability to manage and engage effectively in order to keep the discussion continuing.
3. Pragmatic Competence
   Pragmatic competence entails the ability to efficiently and correctly communicate a variety of functions depending on the context and register.
4. Fluency
   Fluency is defined as the ability to talk at a fair rate.

Regarding this theory, speaking ability refers to students' ability in expressing their ideas orally and appropriately in terms of linguistic, discourse, and pragmatic competence and fluency as well. It also can be concluded that speaking ability is someone skill to mix the components of speaking and express it by a adjusting it based on the appropriate circumstances in order to achieve the objective of speaking itself, that is maintaining communication.

Daily activity is a phrase that is defined as daily activities because what is being told is a days activities from morning to night. There are many kinds of activities to promote speaking. As Kayi states there are thirteen activities to promote speaking. They are discussions, role-play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and find the differences. Based on the kinds of activities above, the writer identifies that telling daily activities are included into category of reporting that report students' daily activities.

In telling daily activities, the tenses of simple present tense is employed. The simple present tense is when you use a verb to tell about things that happen continually in the present, like every day, every week, or every month. We use the simple present tense for anything that happens often or is factual. The simple present is a verb tense with two main uses. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or-es to the end.

In summary, speaking ability, as discussed, encompasses a multifaceted skill involving linguistic, discourse, and pragmatic competences, alongside fluency. Mastery of these competences allows individuals to effectively express their thoughts and daily activities using appropriate language structures and contexts. Utilizing activities such as reporting daily activities in the simple present tense not only enhances speaking

proficiency but also reinforces understanding of basic grammar and communication skills essential for everyday interactions.

Thus, cultivating speaking ability is fundamental for individuals seeking to articulate their ideas clearly and confidently in various contexts of daily life.

Kinds of Speaking

Speaking is commonly divided in two kinds, namely speaking performance and speaking competency.

1. Speaking Performance : states that performance is the person"s process or manner of flay. Therefore, we may conclude that the speaking performance is the way of one"s manner in speaking.
2. Speaking Competency : defines that competency has ability, skill, and knowledge to do something. Then, through this basic definition, we also may conclude that speaking competency is one"s ability to speak which is supported with adequate skill and knowledge and it is not assessed by how is delivered.

In conclusion, the distinction between speaking performance and speaking competency provides valuable insights into different aspects of verbal communication. Speaking performance refers to the actual manner or style in which an individual speaks, focusing on how effectively ideas are expressed. On the other hand, speaking competency emphasizes the broader capability and aptitude to speak, encompassing the necessary skills and knowledge regardless of how well it is executed in practice. This differentiation underscores the importance of both delivery and underlying ability in assessing and developing one's speaking proficiency comprehensively. By understanding these distinctions, educators and learners can tailor approaches to improve both the technical execution and foundational understanding of speaking skills.

Principles of Teaching Speaking

There are five principles of teaching speaking stated by (Nunan, 2015)such as:

1. Consider about second and foreign language learning context. It is to clarify about the target language of second language context is language of communications in the society since they used the target language almost every day. Whereas in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.
2. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which speaker used the language quickly and confidently with few hesitation or unnatural paused. Accuracy is the extent to which student's speech matches what people actually say when they used the target language.
3. Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.
4. Consider about the negotiating for meaning. It is to clarify and confirm whether the student have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.
5. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods

and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

In conclusion, Nunan's principles for teaching speaking highlight essential considerations to enhance language learners' proficiency effectively. They emphasize adapting teaching methods to the specific context of second or foreign language acquisition, acknowledging the differing levels of language integration into daily life. Additionally, the principles stress the importance of balancing fluency and accuracy in speaking practice through interactive activities like pair and group work, which not only increase speaking time but also encourage learners to use the language confidently. Moreover, promoting negotiation for meaning during conversations ensures mutual understanding and supports language development by addressing comprehension gaps. Lastly, designing classroom activities that cover both transactional (task- oriented) and interactional (relationship-building) speaking skills enables learners to engage meaningfully in various real-world communication scenarios, fostering comprehensive speaking abilities essential for effective language use. Applying these principles enhances teaching efficacy and supports learners in achieving proficiency in spoken language.

Measurement of Speaking Skill

To know the improvement of students' speaking skills has been made by the students after being treated by some problem sticks, their speaking ability was be measured by speaking measurement adapted from (Hughes et al., 2013) collaborated with FSI (foreign service instate). There are five components have ratting range from 1-6 with different weighting point from the lowest to the highest. The speaking measurement contains of some component elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency and comprehension.

The indicators of Speaking

In speaking, speakers are not only expected that they can speak and communicate with others but also they must understand the elements involved in English speaking skill. According to (Kaharuddin & Arafah, 2017), states as follows :

    a. Pronunciation
       Pronunciation is what speakers concern with as it comprises rules to utter words accurately, according to (Harmer 2001) cites in (Nurani & Rosyada, 2015).

    b. Vocabulary
       According to (Hornby 1995) cites in (Asyiah, 2017), defined vocabulary in three senses that,cover the total number of the words which make up a language, all the words known to a person or used in a particular book, subject, and etc. A list of words with their meaning.

    c. Grammar
       Grammar is viewed as the most essential aspect of language learning for second language learners based on (Singh et al., 2017)

    d. Comprehensibility
       According to (Cahyaningrum et al., 2020) comprehensibility is a ability to understand, know or get the speakers' point to other.

    e. Fluency

According to (Fillmore 1979) cites in (Pratiwi, 2018), fluency is the ability to fill the time by talking without stopping or making pause

Assessing Speaking

According to (Brown & Abeywickrama, 2004), indicator in assessing language teaching are:

Table 1: Indicators of Assessing Speaking

	Pronunciation
1.	Equivalent to and fully accepted by educated native speaker
2.	Errors in pronunciation are quite rare.
3.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. Conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4.	Accent is intelligible though often quite faulty.
5.	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	Vocabulary
1.	Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
2.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
3.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal
4.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
5.	Speaking vocabulary inadequate to express anything but the most elementary needs.
	Fluency
1.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
2.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any

	conversation within the range of this experience with a high degree of fluency.
3.	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
4.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
5.	No specific fluency description. Refer to other four language areas for implied level of fluency.
	Comprehension
1.	Equivalent to that of an educated native speaker
2.	Can understand any conversation within the range of his experience
3.	Comprehension is quite complete at a normal rate of speech.
4.	Can get the gist of most conversation of non-technical subjects.
5.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase

ChatGPT Application as Learning Media

Artificial intelligence is a contemporary technology that has emerged as a revolutionary technology. AI is able to learn from data and perform tasks that would normally require human intelligence. AI can imitate human cognitive activities such as learning, reasoning, making decisions and self- correcting (Devianto & Dwiasnati, 2020). GPT (Generative Pre-trained) chat is an artificial intelligence application that functions to carry out interactions in text-based conversations (Santhosh et al., 2023). GPT chat can simulate human conversation and provide automatic responses to user questions using NLP. GPT Chat works by collecting document data from the internet, including source code, which is then combined without providing labels, then all this data is entered into a deep learning algorithm. GPT chat can provide various fast and accurate information (Arwanto, 2023) based on the search words used. GPT Chat has become increasingly popular in recent years, the use of GPT Chat in the service sector can actually improve customer service and greatly contribute to consumer satisfaction where GPT Chat itself can be accessed all the time, besides that GPT Chat can automate repetitive tasks (Dennehy et al., 2023). Apart from being used for consumer service, the use of GPT Chat is also applied in the fields of education, health and financial management. GPT chat can handle multiple conversations simultaneously, increasing time efficiency. In the world of education, Chat GPT is used as a virtual assistant which

is useful in assisting the teaching and learning process, such as helping pupils and students get answers to questions about subject matter.

Function ChatGPT Application

According to Bender et al. (2021), Chat GPT serves as a tool for more natural and intuitive human-machine communication. The model is capable of understanding and generating high-quality text, making it suitable for various applications such as automated customer service, virtual assistants, and language learning. In their work, (Radford et al., 2019) describe Chat GPT as a self- supervised multitask learning model capable of handling various types of language tasks, including text generation, language understanding, and translation.

The foundational concept of the Transformer architecture used in Chat GPT is outlined by (Vaswani et al., 2017). They highlight the role of attention mechanisms in enabling the model to capture long- range dependencies in text and generate more contextual responses. Smith and Eisner (2006) provide insights into the fundamentals of natural language processing and language learning that form the basis for models like Chat GPT. They discuss the importance of structure and bias in grammar induction needed to produce coherent text.

How to Use ChatGPT Application

According to (Klaas The Indon, 2024) of using Voice Chat GPT, you would typically use a service or application that provides a voice interface to interact with the Chat GPT model. The process might involve the following steps:

1. Opening the Application
   Start by opening the application or platform that provides access to Voice Chat GPT. This could be a mobile app, website, or service integrated into other products.
2. Initiating Voice Commands
   Activate the voice command function in the application and wait for it to be ready to receive voice input from you.
3. Giving Instructions or Asking Questions
   Once the application is ready, you can give instructions or ask questions to Voice Chat GPT as you would in a conversation with other virtual assistants.
4. Receiving Responses
   Voice Chat GPT will process your voice input, analyze the context, and generate verbal responses. You'll hear these responses through your device's speakers or headphones.
5. Continuing Interaction
   If necessary, you can continue interacting with Voice Chat GPT by providing additional responses or questions.

Method

The research use quantitative approach, which used quasi-experimental research design. Through this research, the research wanted to find out the effect of using ChatGPT on Students' Speaking Ability at eleventh grade at SMA N 9 Mandau. There were two groups, the first was an experimental group which had been given a technique that had been implemented and the second was a control group that had no special treatment in the teaching learning process. In this research, the researcher used the quasi-experimental design named Pre-Test Post-Test Non equivalent-Group Design. According to Creswell (2012), Quasi-experimental design used to measure the outcome

of treatment to a so-called experimental group, compared to a control group. The experiment class was taught by using this technique. The study did in fourth meetings; pre-test, treatment, and post-test. Pre-test and post-test given to students in experiment class.

Pre-test given in the first meeting. Post-test given after treatment in order to measure on students' speaking in an experimental group. The research was carried out at SMA Negeri 9 Mandau on March 2024. It will be located on Stadium Street. The researcher to select this school was influenced by the researchers' first experience, which revealed issues with students' speaking skills, resulting in reduced classroom participation. Additionally, the school offered ample resources and time to address these concerns. The subject of the research is the eleventh grade of SMA Negeri 9 Mandau in the academic year 2023/2024 and the object of the research is the effect of using ChatGPT on students' speaking.. A population is any group of individuals that have one or more characteristics in common that are interesting. According to Creswell (2012), the population is a group of individuals who have the same characteristics. There are students in the eleventh grade who are divided into nine classes, they are XI.1, X1.2,XI.3,XI.4, XI.5,XI.6,XI.7,XI.8,XI.9 by total population 291.

The sample is a subgroup of the target population that the researcher plans to study in general about the target population (Creswell, 2012). The researcher chose to take samples using Random sampling is According to (Gay, 2012), random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. The experimental group will be given the treatment used in the ChatGPT Application on speaking, and the control group will not be given treatment.

Researchers use tests to collect data during their research. First, the researcher gave a pre-test to the two classes, namely XI.1 consist of 28 and XI.8 consist of 26. Then after the pre- test, the researcher conducted treatment with the experimental class. After that, the researcher gave a post-test to both classes. This is used to determine the results after treatment and the effect of ChatGPT on students' speaking. In analysing the data, the researcher used descriptive statistics and inferential statistic.

Finding and Discussion

The Data Descriptive of Pre-Test

Mean of pre-test score from Experiment class from 28 students is 62.07, which was considered to "Average" categorized. The minimum score was 52 and maximum score is 76. Meanwhile the mean score for pre-test control class from 26 students is 60, which was considered to "Poor" categorized. The minimum score was 48 and maximum score is 72.

The Data Descriptive of Post-Test

Mean of post-test score from Experiment class from 28 students is 74,86 which was considered to "Good" categorized. The minimum score was 64 and maximum score is 88. Meanwhile the mean score for post-test control class from 26 students is 68 which was considered to "Average" categorized. The minimum score was 56 and maximum score is 72.

Normality Test

Table 2: Normality Test Result
Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experiment	.131	28	.200*	.943	28	.128
	Post-Test Experiment	.147	28	.128	.950	28	.195
	Pre-Test Control	.115	26	.200*	.959	26	.367
	Post-Test Control	.196	26	.012	.945	26	.173

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table, the data on Pre Test and Post Test are normally distributed. It can be seen from the Sig score of Pre Test Experiment that is higher than the level of significance (0.200>0.05). Then the Sig score of the Post Test Experiment is higher than level of significance (0.128>0.05). Next, the Sig score Pre Test Control is higher than level of significance (0.200>0.05). And the last the Sig score Post Test Control is also higher than the level of significance (0.012>0.05). So, this show the data is normally distributed.

Homogeneity Test

Table 3: Homogeneity Test Result

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.005	1	52	.942
	Based on Median	.007	1	52	.936
	Based on Median and with adjusted df	.007	1	50.014	.936
	Based on trimmed mean	.008	1	52	.930

Based on the table, it was clear that significance of homogeneity of variance is normally distributed The value of the Lavene test show in the Based on Mean with Sig of 0.942>0.05, which means that the variance is called homogeneous.

Table 4: The Result of t-test from Pre-Test an Post Test Score

Paired Samples Test

		Paired Differences					t	df	Significance	
					95% Confidence Interval of the Difference					Two-Sided p
		Mean	Std. Deviati On	Std. Error Mean	Lower	Upper			One-Sided p	
Pair 1	Pre-Test Experiment - Post-Test Experiment	-12.786	9.893	1.870	-16.622	-8.949	-6.838	27	<.001	<.001
Pair 2	Pre-Test Control - Post-Test Control	-8.000	4.932	.967	-9.992	-6.008	-8.272	25	<.001	<.001

Based on the table, output paired test shows the result of compre analysis with using T-test. The difference mean score of Pre Test and Post Test Experiment is -12.786. Standard error mean is 1.870. The lower difference is -16.622 and upper difference is -8.949. The significant level is 0.05. The difference mean score of Pre Test and Post Test Control is -8.000. Standard error mean is 4.932. The lower difference is -9.992 and upper difference is -6.272. The significant level is 0.05. It means that the data is valid. It also can be described in the graphic of paired sample test below :

The interpreting to, the researcher used two ways:

1. By comparing t_to to t_table from df = 27, the level of significance of 5%. It can be see that -6.838<2.052 or t_to<t_table. And by comparing t_to to t_table from df = 25 the level of significance of 5%. It can be see that -8.272<2.056 or t_to<t_table. It means that null hyphotheus (Ho) was rejected, while the alternative hyphothesis (Ha) was accepted.
2. By comparing number of significance based on the result of paired sample t-test that the significant 2-tailed to significant level. It can be seen from Sig. 2-tailed is 0.000< from sig level is 0.05 thus Ha was accepted and Ho was rejected. In other word, the data is valid.

Conclusion

Based on the presentation and data analysis, the effect of using ChatGPT Application was able to make significant effect on students' speaking. The students more interested in learning speaking by using ChatGPT application, it can be seen in their value before use ChatGPT application and after use ChatGPT in their class. Based on the data analysis found the finding of paired sig. (2-talled) result was <0.001, because of sig. (2-talled) was smaller than 0.05, it can be conclude that Ha was accepted and Ho was rejected.

Acknowledgements

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