

USING THE STIMULER AI APP TO IMPROVE STUDENTS' SPEAKING SKILLS IN CLASS XI IPS AT MA DDI SONI

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Abstract:

This research examines the profile of student interest, learning obstacles, and student perceptions of the English language learning process at MA DDI Soni. Using a qualitative descriptive approach through a questionnaire instrument, the study evaluates aspects of motivation, linguistic constraints, and the condition of the school environment. The results indicate that although students possess a very high level of future awareness and an ambition to speak fluently, the actual practice of using English in daily life remains classified as low. The primary obstacles identified include vocabulary limitations, mastery of grammar, and psychological barriers such as the fear of making mistakes. However, the support from the school environment, including classroom comfort and learning facilities, is considered adequate in supporting learning motivation. This study highlights the need for a balance between interactive, creative teaching methods and clarity in material explanation to minimize students' learning obstacles.

Keywords: using Stimuler AI, improve, student Speaking skills.

Abstrak:

Penelitian ini mengkaji profil minat, hambatan belajar, serta persepsi siswa terhadap proses pembelajaran bahasa Inggris di MA DDI Soni. Menggunakan pendekatan deskriptif kualitatif melalui instrumen kuesioner, penelitian ini mengevaluasi aspek motivasi, kendala linguistik, hingga kondisi lingkungan sekolah. Hasil penelitian menunjukkan bahwa meskipun siswa memiliki kesadaran masa depan dan ambisi berbicara yang sangat tinggi, praktik penggunaan bahasa Inggris dalam kehidupan sehari-hari masih tergolong rendah. Hambatan utama yang diidentifikasi meliputi keterbatasan kosakata, penguasaan tata bahasa, serta hambatan psikologis berupa rasa takut membuat kesalahan. Namun, dukungan lingkungan sekolah seperti kenyamanan kelas dan fasilitas belajar dinilai memadai dalam mendukung motivasi belajar. Penelitian ini menyoroti perlunya keseimbangan antara metode pengajaran kreatif yang interaktif dengan kejelasan penjelasan materi untuk meminimalkan hambatan belajar siswa.

Kata kunci: using Stimuler AI, improve, student Speaking skills

INTRODUCTION

Background

Language functions fundamentally as a dynamic medium of expression rather than a mere linguistic structure. It serves as the primary bridge through which messages are contextualized within human activities. This perspective is reinforced by Noermanzah (2017), who defines language as a message conveyed through expression to act as a communication tool in specific settings. Consequently, the effectiveness of any interaction depends on the alignment between the message and its expressive form. In the modern era, this essential communicative role is most prominently seen in the use of English. English functions as the primary language for

international interaction, leading to its widespread adoption in various school systems worldwide (Richard & Rodgers, 1986, as cited in Silaban et al., 2023).

English mastery in schools today is generally divided into four main skills: listening, reading, writing, and speaking. While all these skills are important, speaking is often seen as the most challenging yet essential part of learning the language. This is because speaking is the most direct way for students to show that they can actually use the language to connect with others in real life. Since English is taught globally to make communication easier, being able to speak clearly has become the most important measure of a student's success.

This process, however, is quite complex. It is not just about memorizing a list of words or understanding grammar rules in a textbook. Instead, speaking is an interactive process that requires students to produce, receive, and process information at the same time (Batang, 2016). In a classroom setting, this means students must be able to listen to a question, think of an answer, and say it out loud quickly and confidently. Because of this complexity, many students feel that speaking is the hardest skill to master, even though it is the one they need the most.

In relation to these complex mechanical challenges, Thornbury (2016) highlights that speaking proficiency in a second language is highly dependent on the learner's ability to automate linguistic knowledge under real-time processing constraints. When students lack a solid grasp of grammar and a rich vocabulary store, their speech production slows down significantly, creating a communicative bottleneck. This structural limitation often forces foreign language learners into a state of hesitation, where the pressure to perform out loud outpaces their cognitive capacity to retrieve the necessary words and correct forms simultaneously.

Psychological factors play a decisive role in how students navigate the complex interactive process of communication. Self-confidence, in particular, is considered one of the most influential elements in a learner's willingness to speak in a foreign language (Jannah et al., 2024). When this confidence is lacking, it leads to a state of hesitancy and unease, which directly prevents students from articulating their ideas effectively during oral tasks. At MA DDI Soni, this issue is clearly visible as students often experience high levels of anxiety, fearing negative perceptions and judgment when they have to speak English in front of their peers or teachers (Syahrani et al., 2024). Furthermore, the psychological barriers identified in language learners are heavily anchored in what MacIntyre (2017) describes as the disruptive nature of foreign language anxiety on a student's cognitive processing. Under high-anxiety conditions, a learner's mental energy is divided between processing the actual linguistic task and managing their emotional distress or fear of negative evaluation. This emotional interference acts as

a cognitive filter that severely limits working memory capacity, causing even highly motivated students to experience sudden blocks in speech delivery and a steep decline in their willingness to communicate. This psychological burden is further worsened by a social environment where students feel shy and uneasy about practicing English outside of class, often fearing they might be mocked or corrected by others (Pakpahan et al., 2017, as cited in Putra et al., 2021). As a result, a clear gap is formed: while students with high self-assurance are more likely to achieve optimal fluency, those struggling with low confidence demonstrate significantly decreased speaking proficiency and tend to avoid communication altogether (Jannah et al., 2024).

Fluency mastery stands as the ultimate goal of these oral interactions, and it is defined as the ability to produce speech with ease, minimal pauses, and clear comprehensibility (Putra et al., 2021).. However, reaching this level of proficiency at MA DDI Soni is a difficult challenge, not only due to the psychological hurdles mentioned above but also because of the limited opportunities for real-time conversation practice. Traditional classroom settings often fail to provide enough linguistic input and consistent practice time for every individual student, leaving many without the chance to develop their skills (Azizzah & Hadi, 2025).. Without a safe and supportive space to practice regularly, students remain stuck in a cycle of silence. This lack of engagement means they cannot improve their "word bank," and their limited vocabulary combined with a constant fear of making mistakes prevents them from developing the smooth exchange of information required in modern global communication.

Artificial Intelligence (AI) has recently emerged as a transformative and highly relevant tool to bridge this gap in language education. By offering personalized, interactive, and adaptive experiences, AI technology can effectively mitigate psychological barriers such as anxiety and low confidence that often paralyze students (Azizzah & Hadi, 2025). One of the most significant benefits of using AI-powered tools is the creation of what

experts call a "low-stakes practice environment." This type of environment allows students to circumvent the social and cultural pressures typically found in a traditional classroom setting (Hoang, 2025). To effectively counter these psychological and linguistic roadblocks, Woodrow (2020) emphasizes the importance of scaffolding student speech production through technology that eliminates immediate social risks. Implementing interactive digital tools allows learners to engage in trial-and-error speech practice without the looming threat of peer judgment or classroom embarrassment. This technical and emotional buffer helps students build the necessary speaking stamina and communicative courage, gradually transitioning them from anxious observers into confident and fluent speakers. In this digital space, the fear of being judged by peers disappears, providing students with the constant access to linguistic input and the repetitive practice they desperately lack in their daily school routine (Azizzah & Hadi, 2025).

The STIMULER AI App serves as a specific, innovative solution designed to turn these technological advantages into practical and measurable speaking improvements. Through the use of advanced conversational agents, the app helps students in Class XI IPS improve their fluency and pronunciation by providing instant feedback and simulated social interactions that mimic real-life conversations (Azizzah & Hadi, 2025). Unlike conventional teaching methods that are often limited by strict classroom hours and a large number of students, STIMULER AI offers unlimited, self-paced speaking opportunities tailored specifically to each student's current level (Azizzah & Hadi, 2025). Research indicates that this kind of technology has particularly strong effects on the actual delivery of speech, helping students build not only their technical grammar and vocabulary but also their communicative courage (Hoang, 2025). Consequently, this study seeks to evaluate how the integration of STIMULER AI can serve as a breakthrough for the students at MA DDI Soni, helping them transform their speaking anxiety into confident, effective communication skills.

The process of developing proficiency in English speaking is a complex and

multidimensional journey that requires a balance between linguistic skills, psychological readiness, and a supportive learning environment. At the most fundamental level, the obstacles students face are often rooted in the technical aspects of the language. As emphasized by Widyasworo (2019), significant difficulties in oral production, particularly regarding the nuances of pronunciation, are categorized as primary linguistic problems that can fundamentally obstruct a learner's ability to be understood by others. This technical foundation is further explained by the framework of Kurrum (2016), who states that speaking ability is built upon three essential pillars of knowledge, which are mechanics, functions, and pragmatics. Mechanics itself includes core elements like pronunciation, grammar, and vocabulary. Without a strong grasp of these areas, students often find it difficult to bridge the gap between their thoughts and verbal expression. In particular,, Fachrunnisa and Nuraeni (2022) argue that having an abundant and accessible vocabulary is a non-negotiable necessity because it acts as the primary tool for students to transform their ideas into coherent spoken English.

However, simply having the right linguistic tools is only part of the story because a student's internal psychological state often acts as a gatekeeper to their actual performance. According to Ur (1996), many students struggle with various forms of inhibition, which is a psychological barrier where individuals worry excessively about making mistakes, fear harsh criticism from others, or simply feel held back by their own shyness. This internal struggle is a major cause of speaking difficulties and leads to what Jihad and Damayanti (2024) describe as a cycle of hesitation, awkwardness, and a lack of confidence. These psychological roadblocks suggest that success in oral communication is not just about intelligence, but is heavily influenced by a student's self-efficacy. As noted by Asakereh and Machiani (2016), students with higher confidence levels are much more likely to take the necessary risks and practice persistently, both of which are vital for reaching fluency.

Furthermore, the external

environment and the actual opportunities for practice play a huge role in a student's progress. Jihad and Damayanti (2024) highlight a common issue for many Indonesian learners where there is a chronic shortage of real opportunities to express opinions or feelings in English due to limited time and settings. This often leads to dissatisfaction with traditional school environments where the curriculum might focus too much on textbooks rather than practical application. This lack of visible improvement often drives students to look for additional English courses that offer a more liberating way of learning. Ultimately, as suggested by Jihad and Damayanti (2024), a successful English program should be student-centered and provide a sense of freedom. By designing a curriculum that encourages active participation and engagement, educators can create a culture where students feel empowered to explore the language and take risks without the constant fear of being judged.

RESEARCH METHODOLOGY

This study is based on a direct field analysis where we went to the location to see the actual situation in the classroom. We used a descriptive qualitative method because our main goal was to understand and describe the real challenges that students face in their daily learning environment. By being present at the school, we could gather authentic information and observe the interaction between the teacher and the students. This direct approach was very important to make sure that the problems we found were based on what was actually happening on the ground rather than just theory. It allowed us to feel the atmosphere of the class and see how the students reacted when they were asked to speak English in front of others.

The research was conducted at MA DDI Soni, focusing specifically on the students in Class XI IPS. We chose this group because students at this level are in a transition period where they are expected to communicate more in English to prepare for higher education or future careers. However, we noticed that they often struggle with a lot of pressure and social expectations. Every student in this class had the chance to share their personal experiences honestly through our research. By involving the entire class, we were able to get a full and balanced

picture of the difficulties they encounter, ranging from their personal fears to the technical problems they face during English lessons.

To collect the data, we gave out a questionnaire titled "Difficulties Encountered by Students in Learning English." This was our main tool to hear the students' voices directly and gather specific details that we might have missed during observation. We focused on several important points from their answers to understand their struggle better. For example, statement number seven helped us see the high level of speaking anxiety, where many students admitted they feel scared or even paralyzed by the thought of making mistakes. Statement number six showed us that a lack of vocabulary is a huge wall for them, making them feel like they have ideas but no words to say them. We also carefully looked at statements eight and nine, which revealed that they found the usual teaching methods a bit boring and wished for more varied or interactive ways to practice.

After gathering all the questionnaires, we spent time analyzing the results to find the most common patterns and themes among the students' answers. We connected their fear of being judged and mocked by their peers with their lack of practice time, which explained why their speaking skills were not improving. This situation analysis was very deep and detailed, and it became the main reason why we decided to introduce the STIMULER AI App to this specific class. We believe that by understanding these specific problems first, we can clearly show how the app serves as a real solution. The app provides the safe and private space they need, allowing them to practice speaking as much as they want without feeling embarrassed or judged by anyone else in the room.

Results And Discussions Interest Analysis

The participants in this study were at MA DDI Soni. Data were collected via a questionnaire designed to identify pupils' learning interests, the difficulties they

faced, and their perceptions of teaching methods in the classroom. The study focused on linguistic aspects, psychological factors, and an analysis of the learning situations.

The data regarding students' general interest in English reveals a complex motivational landscape. A significant majority of the student body demonstrates a clear and positive inclination toward learning the English language. This interest suggests that the students recognize the value of the subject and possess an underlying willingness to engage with the curriculum provided by the school. However, this enthusiasm is not entirely uniform across the population.

While the broader trend is one of interest, the findings also highlight a notable segment of students who remain in a state of "hesitancy". These students exhibit a cautious or uncertain approach to the learning process, which stands in contrast to the more eager majority. This presence of hesitation indicates that while the initial interest is there, it may be fragile or hindered by external and internal factors that prevent full engagement at the start of the learning journey.

The data reveals a profound and nearly unanimous consensus among the students regarding the strategic importance of the English language. Based on the findings, almost all students demonstrate an acute awareness of how English proficiency serves as a critical bridge to their long-term personal and professional success. This awareness is characterized by a "very dominant level of conviction," suggesting that their belief in the utility of the language is not merely superficial but is a deeply held perspective. This conviction indicates that the student body possesses a high level of "instrumental motivation," where the drive to learn is fueled by the clear understanding of the practical benefits, global opportunities, and competitive advantages that English will afford them in their future endeavors.

The survey data provides a detailed look into the affective environment of the English classroom, revealing that the students' mood while attending lessons is predominantly positive. A significant majority of the participants report feeling happy during their English periods, suggesting that the classroom atmosphere is generally welcoming and conducive to learning. This positive emotional state indicates that the students do not harbor

an inherent dislike for the subject or the environment in which it is taught. However, this sentiment is not universal; a small portion of the student body remains in a "state of uncertainty". These students occupy a middle ground where they are neither fully engaged nor overtly dissatisfied, pointing toward a need for targeted strategies to stabilize their emotional connection to the lessons.

The descriptive analysis indicates a significant disparity between the students' academic awareness and their practical application of the English language outside of formal instruction. In daily life, the active use of English among students is currently classified as low. The findings suggest that a large majority of the student body is not yet accustomed to integrating the language into their routine interactions or personal habits. Rather than engaging in spontaneous practice, many students exhibit a persistent sense of hesitancy or a deliberate tendency to avoid using the language altogether in non-academic settings. This lack of familiarity suggests that English remains a "classroom-only" subject for most participants, failing to permeate their broader social or personal environments.

The survey results regarding students' self-confidence in speaking reveal a spectrum of varied responses, though the overall trend leans toward a lack of assurance. While some students exhibit higher levels of comfort, the majority of the student body continues to experience significant hesitancy when tasked with speaking English. This internal uncertainty is a widespread issue, with a notable portion of the participants explicitly reporting a lack of confidence in their ability to communicate effectively in the target language. These findings suggest that for most students, the act of speaking English is perceived as a high-pressure activity that triggers doubt rather than a sense of competence.

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The questionnaire data regarding the students' motivation to deepen their knowledge of English reveals a generally proactive orientation, though it is characterized by varying degrees of intensity. A significant majority of the students at MA DDI Soni exhibit a "fairly strong drive" to advance their linguistic understanding, indicating that there is a solid foundation of internal interest within the student body. However, this motivation is not uniform across all participants; the findings identify a small segment of students whose drive appears "ordinary" or "unstable". This suggests that while most students are currently focused on their learning goals, a minority may lack a consistent or deeply rooted purpose for their studies.

The survey results concerning Independent Initiative reveal a significant lack of proactive learning behavior among the student body at MA DDI Soni. The findings indicate that students' efforts to seek out or engage with additional English materials outside of formal school hours are currently minimal. Rather than demonstrating a curiosity to expand their knowledge beyond the classroom, the majority of students appear to be less driven to explore linguistic materials independently. This suggests a high level of dependency on teacher-led instruction and a classroom-bound approach to language acquisition, where learning is perceived to occur only within the school environment.

The survey results highlight a significant and positive correlation between students' leisure activities and their engagement with the English language. According to the descriptive analysis, students at MA DDI Soni exhibit an exceptionally high level of interest in English-language entertainment, particularly in the forms of movies and music. This specific area of media exposure stands out as the "strongest point" of interaction identified in the study. Most importantly, the data reveals that this is the domain where students feel "very comfortable" interacting with the language, suggesting that

the informal and immersive nature of entertainment provides a sense of ease that is not yet present in other areas of their English studies.

The descriptive analysis reveals an overwhelming consensus regarding the desired linguistic outcomes among the student body at MA DDI Soni. There is a very strong and widespread desire among students to be able to communicate fluently in English. This ambition is characterized by its near-unanimity; almost no students express any doubt regarding their desire to achieve oral fluency. This finding indicates that at the aspirational level, the students are highly aligned with the core objectives of the language curriculum, possessing a clear vision of the communicative competence they wish to attain.

The survey results indicate a remarkably high level of enthusiasm among the students regarding their personal growth in the English language. There is a powerful and pervasive "Self-Development Spirit" within the student body, with most participants expressing a very high desire to continue improving their language skills. This is further evidenced by a "firm determination" observed in the majority of students to surpass their current linguistic abilities and achieve a higher level of proficiency. This suggests that the students are not content with stagnation; rather, they possess a proactive mindset focused on continuous self-improvement and the mastery of the English subject.

Struggle Analysis

The research conducted at MA DDI Soni reveals a significant struggle within the core language skills, particularly regarding how students handle the pressure of active communication. Most students openly admit that speaking and listening are their biggest hurdles, often finding it difficult to follow a conversation or express themselves clearly. This creates a form of communication paralysis where, despite understanding the material in their heads, they cannot translate it into spoken words. Reading and writing present similar challenges; students often struggle to grasp the core message of English texts or find it mentally taxing to put their abstract thoughts into structured sentences. This suggests that the

struggle is not limited to one area but is a general difficulty with using English as a functional tool.

The root of these technical struggles often comes back to a persistent gap in vocabulary and grammar. Almost every student feels that their word bank is far too small, which causes them to hit a wall whenever they try to speak or write. They also view English grammar as a major roadblock in their learning process. This creates a frustrating cycle in the classroom where students may understand a rule in theory but lack the building blocks, which are the vocabulary words, to actually use that rule in a real sentence. Because independent practice outside of school is reported to be almost non-existent, these technical gaps rarely get the chance to close, leaving students feeling stuck at the same level.

Perhaps the most critical finding is the psychological wall that almost every student faces, which is an intense fear of making mistakes. This anxiety acts as a massive mental block that overrides their actual ability. Interestingly, the students generally like their teacher's methods and do not believe that English is an impossible subject, yet their confidence vanishes the moment they are asked to perform. This tells us that the struggle is not necessarily about the teaching style or the difficulty of the language itself, but rather the internal pressure students feel to be perfect. They are so afraid of being judged or being wrong that they often choose to stay silent rather than risk making an error.

There is also a clear disconnect between the students' high aspirations and their daily habits. While the mood in the classroom is positive and students feel happy during lessons, this enthusiasm does not follow them home. Most students admit they rarely spend time practicing English on their own, creating a missing link between their dream of being fluent and the actual work required to get there. They seem to rely entirely on the teacher to provide the language, rather than taking the initiative to explore it independently. This passivity is a major obstacle to long-term progress, as it prevents the language from becoming a natural part of their lives.

However, a significant silver lining exists in the students' relationship with English media. The one area where students feel totally comfortable and relaxed is when they are

interacting with English language movies and music. In this context, the fear of making mistakes completely disappears because they are consuming the language for pleasure rather than being tested on it. This high level of comfort suggests that entertainment is the most powerful bridge available to help them overcome their struggles. If English can be presented in a way that feels as low-pressure as watching a movie, the psychological barriers that currently hold them back might finally begin to fade, allowing their vocabulary and confidence to grow naturally.

Analysis of Improvement Efforts

The research at MA DDI Soni shows that students have mixed feelings about current teaching methods. Most students provide positive feedback and find the lessons interesting, but there are still clear gaps in how material is delivered. Some students feel that while the teacher is engaging, the actual content can be difficult to understand fully. There is also a concern regarding consistency, as students noted that creative or interesting teaching methods are not used often enough. This suggests that the school needs to find a better balance between creative styles and clear explanations so that every student can keep up with the lesson.

Classroom teaching is mostly characterized by direct explanations and presentations, but with a unique twist. The teacher uses a mix of three languages which are English, Indonesian, and the local language, Buginese, to help students understand better. Creative activities like singing songs and practicing conversations are also included. However, some students mentioned that the delivery of these methods can sometimes be unclear. This indicates that while using multiple languages is helpful, it must be done carefully to avoid confusing the students, especially when they are trying to learn complex English rules.

When it comes to how they prefer to learn, students clearly favor relaxed and interactive activities. Their top choices include learning through games, group studies, singing, and outdoor activities. Besides wanting a pressure-free environment, students also recognize that they need technical help with vocabulary,

pronunciation, and problem solving. They hope for more engaging activities that move away from traditional lecturing. This preference for interactive learning shows that students are more likely to participate when the classroom feels social and active rather than strictly academic.

The study also looks at the mental attitude of the students. Most believe that the secret to getting better at English is a combination of mental resilience and consistent real-world practice. They value having a strong intention and a never-give-up attitude. They see vocabulary building and routine speaking practice in various environments as the best way to improve. This is a positive sign because it shows that students understand that learning a language takes time and effort outside of just sitting in a classroom. Finally, the analysis shows that students see internal motivation and discipline as the primary solutions for improvement. They want to build better study habits and grow a genuine interest in the language. Technically, they emphasize the importance of mastering vocabulary and being consistent in speaking, writing, and finishing assignments. Some students even feel the need to take extra steps like enrolling in outside courses to speed up their progress. Overall, while the students have high expectations for themselves, they need a structured path and steady encouragement to turn their motivation into actual results.

Environmental Analysis

The research at MA DDI Soni shows that students generally have a positive interest in learning English, though it is not yet fully consistent. Most students feel that English is very important for their future careers and personal growth, which gives them a strong sense of purpose. In the classroom, the mood is usually happy and enthusiastic, providing a good starting point for lessons. However, there is a clear gap between this positive attitude and their actual habits. Many students still feel hesitant to practice English in their daily lives and rarely take the initiative to find extra learning materials on their own. This suggests that while students value English intellectually, they still struggle to make it a natural part of their everyday routine.

One of the most promising findings is the students' comfort level with English

entertainment. Their interest in movies and music is exceptionally high, and this is the only area where they feel completely confident interacting with the language. Unlike formal classroom speaking, which often makes them feel nervous or lacking in self-confidence, consuming media feels easy and stress-free. This high engagement with entertainment is a major strength that can be used to bridge the gap in their learning. If teachers can bring more of this media-based comfort into the classroom, it might help reduce the hesitancy students feel when they try to speak or practice independently.

Regarding the school environment, the data indicates that MA DDI Soni provides a very supportive physical and social ecosystem. Most students are satisfied with classroom comfort and believe that the facilities, such as whiteboards, projectors, and library books, are adequate for their needs. The school is seen as clean and well-maintained, which contributes to a positive learning atmosphere. Additionally, the availability of internet access and extracurricular activities provides students with the tools they need to explore their interests outside of standard lesson hours. This solid infrastructure means that students have the physical resources required to succeed, allowing them to focus more on their academic progress.

The social atmosphere at the school also plays a crucial role in student motivation. Students generally feel safe and comfortable in the school environment, and they perceive the number of peers in their class as ideal for effective learning. Their view of the teaching staff is also very positive, as almost all students find the teachers' methods interesting and not boring. This high level of satisfaction with both the school facilities and the teaching style creates a strong foundation for learning. Even though a few students still feel hesitant, the majority are motivated to participate because the school ecosystem feels welcoming and conducive to their growth.

In conclusion, the combination of strong future awareness and a supportive school environment provides a great opportunity for student development. The main challenge is to turn this external support and high interest in entertainment

into more consistent personal habits. Since students already feel safe at school and enjoy English media, the next step is to help them build the confidence to practice speaking and writing more actively. By leveraging the existing comfort they feel in the school environment and their love for music and films, the school can help students move past their hesitation and become more independent and confident English learners.

CLOSING

Conclusion

The study at MA DDI Soni shows that students have a strong foundation for learning English, driven by a deep awareness of its importance for their future and a positive classroom atmosphere. Most students have a clear ambition to become fluent and genuinely enjoy English entertainment like music and movies. However, there is a significant gap between these high aspirations and their daily actions. While they want to succeed, their actual practice outside of school remains very low, and they rely heavily on teacher-led instruction rather than taking independent initiative.

The most critical barrier to their progress is psychological rather than academic. Almost all students suffer from an intense fear of making mistakes, which leads to anxiety and a lack of confidence when speaking or writing. Even though they do not find English to be an impossible subject and are satisfied with the teacher's methods, this mental block prevents them from using the language actively. This anxiety is further complicated by technical struggles, such as limited vocabulary and difficulties with grammar rules, which make productive tasks like speaking and writing feel overwhelming.

On a positive note, the school environment is highly supportive of the learning process. Students feel safe and comfortable at school, and they believe the facilities like the library, internet, and classroom tools are sufficient for their needs. They also appreciate the unique teaching approach that combines different languages and creative activities. This supportive ecosystem provides the perfect platform to address the students' fears.

To move forward, the focus should shift toward bridging the gap between student

interest and active practice. Since students feel most comfortable with entertainment, integrating more media-based learning can help lower their anxiety and make the language feel more natural. By focusing on building confidence and encouraging small, consistent habits outside of class, the school can help students turn their strong future awareness and determination into actual linguistic fluency. The key is to transform their passive happiness in the classroom into active, independent engagement with the English language.

Suggestion

Based on the results of this study, several suggestions can be made for students, teachers, and future researchers to improve English speaking proficiency. Students are highly encouraged to utilize the STIMULER AI App as a private, low-stakes practice environment to overcome psychological barriers such as the fear of making mistakes and anxiety about being judged by peers. It is also recommended that students take more independent initiative to engage with English outside of the classroom, specifically by leveraging their high interest in English-language movies and music to build vocabulary and confidence in a comfortable setting.

For educators, it is suggested to create a balance between interactive, creative teaching methods and clarity in material explanation to minimize learning obstacles. Teachers should integrate more media-based activities into the curriculum to lower student anxiety and transform the classroom into a more social, active environment that prioritizes communicative courage over perfect accuracy. Furthermore, providing constant encouragement and a structured path is essential to help students turn their high future awareness and motivation into actual linguistic fluency.

Finally, future researchers should conduct more extensive studies on the long-term impact of AI technology in language education within similar rural school settings. It is recommended to include more participants and longer observation periods to gain deeper insights into how digital tools and environmental factors interact to support

linguistic development. Such research could provide a more comprehensive understanding of how to bridge the gap between students' high aspirations and their daily practical application of the English language.

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