

**THE STUDENTS' PERCEPTION TOWARDS THE IMPLEMENTATION OF  
SPEECHACE FOR SPEAKING ACTIVITY AT MTS ALIF LAAM MIIM  
SURABAYA**

**Dimas Vega Rizqyqa P. B<sup>1</sup>., Haris Dibdyaningsih<sup>2</sup>, Alfani Hariri<sup>3</sup>**

SMPIT Al Ushwah Tuban<sup>1</sup>, STKIP Al Hikmah Surabaya<sup>2,3</sup>

Tuban<sup>1</sup>, Surabaya<sup>2,3</sup>, Indonesia

✉ [vegadimas55@gmail.com](mailto:vegadimas55@gmail.com)<sup>1</sup>, [haris@hikmahuniversity.ac.id](mailto:haris@hikmahuniversity.ac.id)<sup>2</sup>, [alfanhariri@hikmahuniversity.ac.id](mailto:alfanhariri@hikmahuniversity.ac.id)<sup>3</sup>

*Abstract*

Key Word:

Perception,  
AI, Speaking  
Activity

\_\_\_\_\_

Type Artikel:  
Research

\_\_\_\_\_

*This research investigates the students' perception of the Speechace platform as a tool for enhancing speaking activities at MTs Alif Laam Miim Surabaya. This qualitative study aimed to explore students' views on the usability and effectiveness of Speechace in improving their speaking skills. Data were collected through observations, questionnaires, and interviews with 29 Grade VIII students. The results reveal that students had a predominantly positive perception of Speechace, emphasizing its engaging features, ease of use, and relevance to their learning experience. Additionally, the platform's ability to provide real-time feedback and facilitate repetitive practice was seen as a critical advantage. The findings suggest that Speechace can serve as a valuable technological tool for speaking skill development, particularly in educational settings. However, areas for improvement include expanding the range of content to cater to advanced learners and introducing features like gamification to boost long-term engagement. Overall, this study provides valuable insights into how technology can transform traditional learning approaches, making them more interactive and effective.*

© 2025 SENTRATAMA

## INTROODUCTION

Speaking is a vital component of communication, playing a crucial role in personal, academic, and professional success. Despite its importance, speaking in a second language remains challenging for many learners, often due to limited opportunities for practice, lack of confidence, and fear of making mistakes. Effective communication involves not only fluency but also accuracy, pronunciation, and confidence, all of which require consistent practice.

The introduction of technology in education has significantly influenced how students learn, particularly in language acquisition. Tools such as language-learning apps, online platforms, and interactive software have become indispensable in modern classrooms. Speechace is one such platform designed to enhance speaking skills by providing instant feedback on pronunciation and fluency. Unlike traditional methods, Speechace allows students to practice independently, making language learning more accessible and engaging.

This research focuses on understanding students' perceptions of Speechace as a platform for speaking activities at MTs Alif Laam Miim Surabaya. By examining these perceptions, this study aims to highlight the potential of Speechace to enhance speaking skills and address common challenges faced by students. Furthermore, the study explores how integrating such

technological tools into classroom settings can foster a more effective and enjoyable learning experience.

The significance of this study lies in its potential to inform educators about the benefits and limitations of using Speechace in language instruction. By identifying areas for improvement, the findings could guide future enhancements in the platform, making it a more robust tool for both students and teachers.

Effective language learning requires active participation, regular practice, and access to meaningful feedback. Speaking is considered one of the most challenging skills to acquire, particularly for non-native speakers. Research indicates that interactive tools can significantly improve speaking skills by providing immediate feedback and personalized learning experiences. For instance, platforms like Duolingo, TikTok, and YouTube have been shown to enhance students' motivation and engagement in language learning.

Speechace, a platform founded in 2014, uses voice recognition technology to assess pronunciation and fluency. Its features include real-time feedback, vocabulary practice, and situational dialogues, making it a versatile tool for language learners. Studies on similar tools have consistently shown positive outcomes. For example, Pratiwi (2022) demonstrated that TikTok enhanced creativity and motivation in speaking activities.

Additionally, interactive learning environments created by such platforms encourage students to take risks and overcome their fear of making mistakes. This aspect is particularly relevant for shy or anxious learners who might hesitate to participate in traditional classroom activities. However, limited studies focus specifically on Speechace's effectiveness, particularly in Indonesian educational contexts. This study aims to fill this gap by exploring how Speechace can support speaking skill development among junior high school students. The findings could contribute to a broader understanding of how technology-driven solutions can transform language learning.

## **RESEARCH METHOD**

The qualitative study employed a descriptive approach to explore students' perceptions of Speechace. Data were collected through observation, questionnaires, and interviews with 29 Grade VIII students at MTs Alif Laam Miim Surabaya. The observation checklist, adapted from Achmad Anang Darmawan's thesis, recorded classroom interactions during Speechace use. The questionnaire, based on the Likert scale, measured students' agreement with various statements about Speechace, ranging from its usability to its impact on learning. Interviews provided deeper insights into students' experiences, allowing researchers to capture their thoughts and emotions regarding the platform.

The research design also included data triangulation to ensure the validity and reliability of the findings. Data from observations, questionnaires, and interviews were compared and analyzed using Miles and Huberman's interactive model, which involves data reduction, data display, and conclusion drawing. Each step of the methodology was carefully designed to ensure comprehensive data collection. For example, the questionnaire included both closed and open-ended questions to gather quantitative and qualitative insights. Similarly, interviews were conducted in a semi-structured format, allowing students to freely express their opinions while ensuring that key topics were covered.

## **RESULT AND DISCUSSION**

### **1. Speechace Features and Engagement**

Students found Speechace to be exciting and motivating, with 86% agreeing that the platform made learning enjoyable. Interviews revealed that the novelty and interactivity of Speechace significantly contributed to student engagement. One student remarked, "It's fun because it's different from traditional learning methods. The feedback helps me understand my mistakes

and improve.” This aligns with previous research suggesting that interactive tools enhance student motivation and participation. The gamified aspects, such as scoring and progress tracking, were particularly appreciated by students, adding an element of competition and personal achievement.

#### 2. Ease of Use

The platform’s intuitive interface and accessibility scored 67%, indicating it is user-friendly. Students highlighted that they could easily follow teacher instructions and navigate the platform without difficulty. The ability to access Speechace on multiple devices, such as smartphones and laptops, further increased its usability. “I can practice at home whenever I have free time,” noted one student, emphasizing the platform’s flexibility. The ease of access also allowed students to practice at their own pace, accommodating different learning styles and schedules.

#### 3. Learning Relevance

Speechace’s content was perceived as highly relevant, with 79% agreeing that the platform supported their learning goals. Features such as repetitive training and practical scenarios helped students relate their learning to real-life contexts. For instance, exercises on ordering food or asking for directions provided practical vocabulary and grammar practice. This relevance to everyday situations boosted students’ confidence in using English outside the classroom. Furthermore, the platform’s ability to simulate real-world conversations prepared students for practical communication challenges, making their learning experience more holistic.

#### 4. Challenges and Suggestions

While most students had a positive perception, a few noted challenges, including limited content depth for advanced learners and occasional technical issues. Incorporating more diverse and advanced materials could address this gap. Additionally, providing offline access and integrating gamified elements, such as rewards and badges, could enhance student engagement. Some students also suggested introducing collaborative features, such as peer review or group tasks, to make the learning process more interactive and social.

The findings also revealed that students appreciated the immediate feedback provided by Speechace, which allowed them to identify and correct their mistakes in real-time. This feature was particularly beneficial for improving pronunciation and fluency, as students could repeatedly practice challenging words and phrases. However, technical glitches, such as delays in feedback or voice recognition errors, occasionally disrupted the learning experience.

### **CONCLUSION**

This study concludes that Speechace is an effective tool for enhancing speaking skills, with students expressing high levels of satisfaction and engagement. Its ease of use, engaging features, and practical content make it a valuable resource for language learning. The platform’s ability to provide immediate feedback and facilitate repetitive practice helps students build confidence and improve their speaking abilities.

However, there is room for improvement. Expanding the range of content to cater to advanced learners and integrating additional features, such as gamification and offline access, could further enhance its effectiveness. Future research could compare Speechace with other speech recognition platforms to identify best practices for integrating technology into language education. Additionally, exploring the long-term impact of using Speechace on overall language proficiency could provide deeper insights into its effectiveness as a learning tool.

## REFERENCE

- Abd El Fattah Torky, S. (2006). The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. Ph.D. Dissertation.
- Harmer, J. (2007). *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Moleong, L. J. (2005). *Metode Penelitian*. Bandung: PT. Remaja P. Karya.
- Thornbury, S. (2005). *How to Teach Speaking*. United Kingdom: Longman.
- Rahayu, S., & Pujiyono, W. (2017). Media Pembelajaran Kecerdasan Buatan Pokok Bahasan Metode Pelacakan Menggunakan Multimedia Pada E-Learning. *JSTIE (Jurnal Sarjana Teknik Informatika)*.
- Pratiwi, J., & Abidin, T. (2022). The Effectiveness of TikTok in Enhancing Students' Speaking Skills. *International Journal of Language Learning*.
- Miarto, H., & Dibyaningsih, H. (2024). ENHANCING STUDENTS' UNDERSTANDING OF PAST TENSE THROUGH QUIZZ: A GAME-BASED EDUCATIONAL TOOL. *Journal of English Language Teaching and Islamic Integration*, 7(2), 92-103. <https://doi.org/10.62426/jeltii.v7i2.52>
- Darmawan, A. A., Alfani Hariri, M.Pd, & Dimas Vega. (2024). Students' Attitude in Using Artificial Intelligence Based Speaking Activity in Classroom. *E-LINK JOURNAL*, 11(2), 183–192. <https://doi.org/10.30736/ej.v11i2.1125>
- Furqoby, M., Hariri, A., & Darmawan, A. A. (2024). HYBRID LEARNING AUTHENTIC ASSESSMENT: TEACHER PRACTICE AND CHALLENGE. *Journal of English Language Teaching and Islamic Integration*, 7(2), 117-135. <https://doi.org/10.62426/jeltii.v7i2.4>
- Ficayuma, L. A. (2024). Evaluating Factors of Language Proficiency and Cultural Shock and Adjustment through Analyzing Contents of “English Vinglish” Movies: A TESOL and Sociological Perspective. *Journal of English Language Teaching and Islamic Integration*, 7(2), 151-170. <https://doi.org/10.62426/jeltii.v7i2.66>
- Basith, A. (2024). INVESTIGATING TYPE OF ISLAMIC INTEGRATION IN ENGLISH LANGUAGE TEACHING AT SMP YA BAKII 1 KESUGIHAN CILACAP. *Journal of English Language Teaching and Islamic Integration*, 7(1), 41-52. <https://doi.org/10.5281/zenodo.10547671>
- Budjana, A., & Ficayuma, L. A. (2024). WHATSAPP VOICE CHAT (WVC) AS AN EFL ONLINE LEARNING MEDIA AT ENGLISH CLUB OF SMPIT INSAN KAMIL JELTII. *Journal of English Language Teaching and Islamic Integration*, Vol. 8 No. 2, July 2025. *Journal of English Language Teaching and Islamic Integration*, 7(1), 65-82. <https://doi.org/10.5281/zenodo.10547703>
- Bilad, I., & Ficayuma, L. A. (2024). THE PROFILE OF EFL TEACHERS' CANDIDATE TPACK IN NEW NORMAL ERA. *Journal of English Language Teaching and Islamic Integration*, 7(1), 1-11. <https://doi.org/10.5281/zenodo.10547668>
- Adzka, H., Syafi'i, A., & Andini, J. F. (2023). Empowering Voices: Breaking the Silence of Speaking Anxiety Among Pesantren Students. *Journal of English Language Teaching and Islamic Integration*, 6(2), 204-216. <https://doi.org/10.5281/zenodo.10596247>
- Widayanto, W., Dibdyaningsih, H., & Syafi'i, A. (2023). TEACHERS' BELIEF TOWARDS CORRECTIVE FEEDBACK IN TEACHING WRITING DURING COVID-19 PANDEMIC. *Journal of English Language Teaching and Islamic Integration*, 6(2), 195-203. <https://doi.org/10.5281/zenodo.10548481>
- Saputra, N. I., Dibdyaningsih, H., & Ramadhan, R. (2023). WORDWALL AS AN ONLINE ASSESSMENT PLATFORM IN TEACHING ENGLISH. *Journal of English Language Teaching and Islamic Integration*, 6(1), 80-99. <https://doi.org/10.5281/zenodo.10548189>

- Farich, M., Dibdyaningsih, H., & Syafi'i, A. (2023). THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING WRITING RECOUNT TEXT. *Journal of English Language Teaching and Islamic Integration*, 6(1), 20-37. <https://doi.org/10.5281/zenodo.10548153>
- Bilad, I. (2023). THE STRATEGIES USED BY EFL PROSPECTIVE TEACHER DEVELOP THEIR TPACK. *Journal of English Language Teaching and Islamic Integration*, 6(1), 52-79. <https://doi.org/10.5281/zenodo.10548181>
- Bilad, I., Darmawan, A. A., & Ficayuma, L. A. (2023). TEACHER'S TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) IN NEW NORMAL ERA. *Journal of English Language Teaching and Islamic Integration*, 6(2). <https://doi.org/10.5281/zenodo.10548487>
- Budjana, A., Darmawan, A. A., & Ficayuma, L. A. (2023). WHATSAPP VOICE CHAT (WVC) AS AN EFL ONLINE LEARNING MEDIA. *Journal of English Language Teaching and Islamic Integration*, 6(2). <https://doi.org/10.5281/zenodo.10548463>
- Basith, A., Syafi'i, A., & Isgandi, Y. (2022). ISLAMIC INTEGRATION IN ENGLISH LANGUAGE TEACHING. *Journal of English Language Teaching and Islamic Integration*, 5(2), 88-103. <https://doi.org/10.5281/zenodo.10548000>
- Budiyono, D. V. R. P. (2022). "Talk" an AI-Powered Speaking Partner Application. *Journal of English Language Teaching and Islamic Integration*, 5(2), 159-167. <https://doi.org/10.5281/zenodo.10622641>
- Bilad, I., Ficayuma, L. A., & Darmawan, A. A. (2022). THE CHALLENGES FACED BY EFL PROSPECTIVE TEACHERS DURING TPACK DEVELOPMENT. *Journal of English Language Teaching and Islamic Integration*, 5(2), 117-137. <https://doi.org/10.5281/zenodo.10548056>
- Bruner, J. (1996). *The culture of education*. Harvard University Press.
- Syafi'i, A., Purwati, O., & Munir, A. (2023). It's Robot Time: The Use of Automated Written Feedback in L2 Writing: A Reflection of Student Engagement. *ELITE JOURNAL*, 5(2), 267-274. [https://scholar.google.com/citations?view\\_op=view\\_citation&hl=en&user=jwO1PREAAAJ&cstart=20&pagesize=80&authuser=2&citation\\_for\\_view=jwO1PREAAAJ:P5F9QuxV20EC](https://scholar.google.com/citations?view_op=view_citation&hl=en&user=jwO1PREAAAJ&cstart=20&pagesize=80&authuser=2&citation_for_view=jwO1PREAAAJ:P5F9QuxV20EC)
- Hamzah, M. A., Dibdyaningsih, H., & Syafi'i, A. (2023). Incorporating WhatsApp to Increase Writing Skills of the Tenth Graders. *New Language Dimensions*, 4(2), 153-163. <https://doi.org/10.26740/nld.v4n2.p153-163> JELTI *Journal of English Language Teaching and Islamic Integration* Vol. 8 No. 2, July 2025
- Hasyim, F., Minawati, F., & Ain, T. N. (2025, April). PENGARUH MODEL PEMBELAJARAN INKUIRI TERBIMBING BERBANTUAN AUDIO VISUAL TERHADAP HASIL BELAJAR SISWA SMP AL ILLIYIN. In *Prosiding SENTRATAMA (Seminar Transformasi dan Teknologi Pendidikan STKIP Al Hikmah)* (Vol. 1, pp. 706-713). <https://e-journal.hikmahuniversity.ac.id/index.php/sentratama/article/view/260>