



An Exploration of Praktika Application as Self-Learning Speaking for English Teachers

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Abstract. This study aims to explore the features of Praktika application for teachers' speaking skills and teachers' perceptions of the feature of Praktika application. This research was conducted in September 2024. The research used descriptive qualitative method with observation, interview, and questionnaire as the instruments. The respondents English teachers. Data were gathered by observation, interview, and questionnaire. The researcher conducted the study in several stages, starting with selecting qualified participants and observing their prior knowledge of the application. Participants then practiced speaking English using the application, while data was collected through participants perceiving learning to speak English in the Pratika application as self-learning. Finally, the researcher analyzed the gathered data using existing methods. Findings indicate that the Praktika application effectively supports English teachers in improving their pronunciation, sentence structures, and confidence in speaking. Additionally, teachers expressed positive perceptions of the application, highlighting its role in increasing motivation, engagement, and technical usability. The results suggest that Praktika can be a valuable self-learning tool for teachers and a recommended resource for students.

Keywords: Exploration, Praktika application, Self-Learning, Speaking Skills

1. INTRODUCTION

The nation where English is viewed as a foreign language is Indonesia. Considering the significance of English, the Indonesian government has chosen to include English as a topic taught in schools. Since English is used in many spheres of human tasks, including education, to exchange knowledge and information, it is seen as a subject that is important to acquire. Learning English requires mastery of four skills: speaking, listening, writing, and reading. Since speaking is a means of interacting with others, it is seen as being important (Husna et al., 2022).

According to Amelia et al. (2022), speaking comprises one of the four abilities required to learn English, and it's also regarded as the most difficult. Speaking is a crucial component of spoken English, thus when a teacher presents it, especially in a spoken class, they must completely include it. Based on Jahara & Abdelrady (2021), the conversation class in language instruction is something of confusion. As a result, students encounter many kinds of difficulties when speaking, from feelings of awkwardness and nervousness to difficulties pronouncing words correctly. This became the rationale for the researchers' desire to examine students' speaking (Hussain et al., 2021).

Technology has become an essential tool in language education, helping teachers create engaging and effective learning experiences. It enables the use of computer-based

activities that enhance language acquisition and promote cooperative learning among students (Biletska et al., 2021). According to Barkoczi et al. (2024), the combined use of artificial intelligence (AI) and language learning has created new avenues for improving competence in English as a foreign language (EFL) acquisition in recent years. An innovative project in this field is the AI Speak English Praktika program, which uses artificial intelligence technology to give EFL students a dynamic and engaging platform for self-learning speaking proficiency (Tulasi & Rao, 2023).

In addition, the study will look into the AI Speak English Praktika application's user interface, accessibility, and range of speaking activities. Gaining an understanding of the application's user interface and overall usability can help one understand how effective it is as a self-learning tool. The research will also evaluate how well the application can accommodate students of various competence levels, taking into account the variety of language origins and educational requirements. The teacher can employ technology to help EFL Students speak English words more correctly. Software for pronouncing words correctly is one type of media. To aid students in practicing pronunciation, the researchers in this study employed the Speak English Praktika application program. The problems also happened in undergrads student when the researcher did the observation. English language education graduates may not necessarily be able to speak fluent English. Based on many cases, researchers know that many English graduate students are reluctant to speak English. In the field of work, many English language education graduates are also reluctant to choose jobs using English.

Based on these problems, researchers will conduct research regarding several problems relating to improving English language skills for English language education graduates. Researchers will use the English Speaking Praktika application to help undergrads students improve their English-speaking skills. In this research the researcher will demonstrate the Praktika application then the researcher will introduce the application to the participants. Then periodically participants will practice speaking English through the practical application. Researchers will do observations regarding participants' experiences while using practical applications.

2. THEORETICAL REVIEW

Self- Direct Learning

Self-directed learning is an independent learning process where individuals take control of their own education using various resources such as books, the Internet, and

online platforms like MOOCs (Morris & Rohs, 2021). It emphasizes personal responsibility in deciding what to learn, setting goals, and evaluating progress both within and outside formal education, allowing learners to manage their pace and learning style freely.

In MOOCs, self-directed learning includes key aspects like motivation, self-monitoring, and self-management (Zhu & Doo, 2022). Learners need internal drive to stay engaged, monitor their progress through tools and feedback, and manage their time and resources effectively. This approach promotes autonomy, enabling individuals to tailor their learning experience to fit their needs and goals.

Speaking

Speaking is an essential skill in learning English as it is used in daily interactions (Suparlan, 2021). To speak effectively, learners must understand grammar, pronunciation, vocabulary, and fluency, as well as how to engage appropriately in different contexts. The purposes of speaking include global communication, social interaction, academic learning, and cultural engagement.

However, many students face speaking difficulties due to two main factors: lack of linguistic competence and psychological barriers. Limited mastery of grammar, pronunciation, and vocabulary can hinder communication, while low self-confidence affects students' willingness to speak. Therefore, it is important for teachers to support students in building both their language skills and confidence (Chand, 2021).

English Teacher

English teachers face challenges in adapting to new curricula due to limited time and support, making professional development essential. Professional development involves continuous learning through training, reflection, and collaboration to improve teaching quality. Competent teachers contribute to better student outcomes, and they are expected to be creative and adaptable in the classroom (Sadeghi & Richards, 2021).

Several factors influence teacher professional development, including a strong learning orientation, self-efficacy, professional commitment, supportive institutional climate, and a culture of learning within schools. Teachers are also encouraged to take ownership of their growth through higher education, self-directed learning, and engagement with educational reforms (Jon et al., 2021).

Concept Praktika Application

The Praktika application is an AI-powered language learning tool that provides a virtual environment for practicing English speaking skills. It uses interactive AI avatars to simulate conversations, offering users a low-pressure way to build confidence and fluency

(Minh & Khanh, 2024). The app incorporates tools like personalized feedback, interactive exercises, diverse topic selections, and structured lesson plans. With just 15 minutes of daily practice, users can track their progress and gradually improve their vocabulary, pronunciation, and grammar skills.

While Praktika offers many benefits, such as flexibility, topic variety, and grammar support, it also has some limitations. It requires a stable internet connection and offers restricted access for free users. Despite these drawbacks, the app remains a useful platform for English language learners to practice and enhance their speaking abilities through immersive, AI-supported sessions.

3. METHOD

Research Design

This study aims to discover the Praktika application that EFL that undergrad degree is able to expand speaking skill. This research design used qualitative research method. The qualitative research method aims to understand the meaning that individuals or groups attach to social and humanitarian issues (Creswell, 2014). In this study, the researcher used a descriptive qualitative method to examine the difficulties students face when speaking English in real-life situations, with the findings presented descriptively.

Object of the Study

This research was conducted online in September 2024 to facilitate data collection from participants in different locations. The use of the Praktika application was explained through a Zoom meeting, and data were gathered using an online questionnaire. In this study, the researcher acted as the primary instrument, responsible for conducting observations and interviews to ensure accurate and reliable data collection, as supported by Ary (2010), who states that the researcher serves as the main data collector and analyst in qualitative studies.

Participants of the Study

The subjects of this research were English teachers in several schools and also students that were implementing the application in speaking practice. The researcher did not observe all of the undergrad bachelor degree English education, but researchers selected participants who fulfill the requirements.

Methods of Collecting the Data

This research involves several stages to collect data during the learning process. The researcher collected data using observations, questionnaires, and interviews.

- a. Observation. The researcher conducted observations by identifying participants' speaking difficulties, introducing the Praktika app, and monitoring their progress before and after using it.
- b. An open-ended questionnaire via Google Form was used to explore participants' challenges and gather feedback, which was distributed through a WhatsApp group.
- c. In-depth interviews were held via Zoom to understand participants' experiences and improvements, complemented by supporting questions aligned with the questionnaire.

Methods of Analyzing the Data

The researcher analyzed the data using descriptive and qualitative methods following Huberman and Miles' model, which involves organizing and categorizing data to identify key information. Data collection was the first step, carried out through interviews, observations, and questionnaires before proceeding to analysis. These are the steps of interactive analysis:

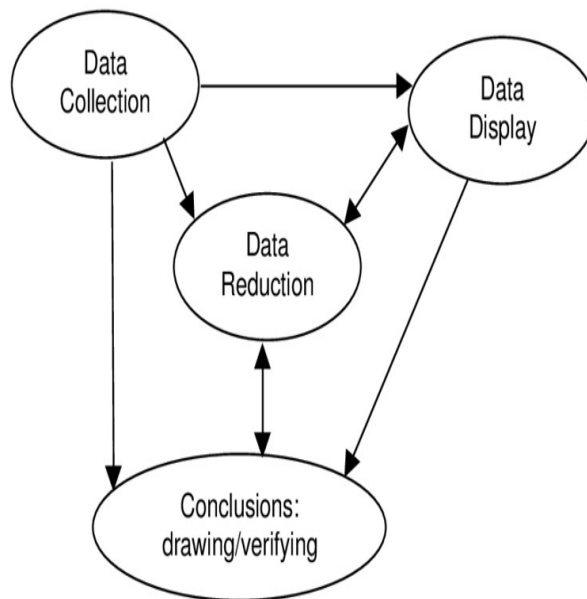


Figure 1. Data Analysis from Huberman and Miles (1984)

- a. Data collection is done through purposive sampling to gather rich and relevant insights using appropriate qualitative methods.
- b. Data reduction focuses on filtering key information from interviews by removing irrelevant details to support meaningful conclusions.
- c. Data display organizes the reduced data into clear formats to help the researcher interpret participants' experiences with the Praktika app.

- d. Drawing conclusion interprets the displayed data to answer research questions and confirms the Praktika app's role in improving students' speaking skills.

4. RESULT AND DISCUSSION

Research Findings

a. Praktika's Features for Self-Learning

The Praktika application offers key features that enhance self-learning in English speaking by improving users' pronunciation, fluency, confidence, and communication skills.

Table 1. Key Features of the Praktika App for English Speaking Self-Learning

Feature	Brief Description
AI-Powered Speech Recognition	Analyzes speech in real-time using ASR & NLP, giving instant feedback.
Interactive AI Conversations	Simulates real-life dialogues with AI, including sentence and pronunciation feedback.
Personalized Learning Paths	Adapts lessons based on users' skills and goals.
Pronunciation & Accent Training	Offers practice with American, British, and Australian accents for clearer speech.
Gamification Elements	Includes XP, badges, daily challenges, and leaderboards to boost motivation.
Speech Analysis & Tracking	Tracks grammar, fluency, and provides progress reports with improvement tips.
Self-Paced Learning	Allows flexible learning anytime with repeatable lessons and instant feedback.
Vocabulary & Sentence Support	Expands vocabulary and improves sentence structure through real-time corrections.

Praktika is an AI-powered language learning app that helps users improve their speaking skills through real-time feedback, interactive conversations, and personalized learning paths. It offers features like pronunciation and accent training, gamification elements (XP, streaks, and leaderboards), and flexible self-paced learning. Users can engage in realistic dialogues, track their progress with detailed performance reports, and strengthen vocabulary and sentence structure. By combining advanced technology with engaging methods, Praktika provides an effective and enjoyable way to build confidence and fluency in English.

b. English Teachers Perceive the Praktika application

1) Before using the Pratik application (Observation - Interview)

The questionnaire focused on participants' perceptions, and data were analyzed through interviews conducted via Zoom with two teachers. The researcher explored the self-learning methods and applications the teachers used to develop their speaking

skills. Through this methodology, insights were gathered based on participants’ experiences and perspectives. The findings highlight the importance of setting clear expectations and goals before using the Praktika application for speaking skill development. Here is a summary table of three teachers' expectations regarding the use of the Praktika app to enhance their speaking skills.

Table 2. Summary of Teachers’ Expectations for the Praktika App

Teacher	Expectation	Specific Features Hoped For
Teacher 1	To refine pronunciation and speak more clearly for better student understanding.	Real-time feedback on speech to support improvements.
Teacher 2	To practice different speaking scenarios to gain confidence in teaching and interaction.	AI-driven conversations that simulate real-life teaching situations.
Teacher 3	To improve fluency and vocabulary for more effective classroom communication, especially in non-native settings.	Diverse topics and structured exercises for comprehensive speaking practice.

Based on the responses from three teachers, it is clear that they share similar expectations for the Praktika app in improving their speaking skills. They hope the app provides real-time feedback to enhance pronunciation, fluency, and confidence in communication. Additionally, they believe Praktika will support vocabulary growth and help them speak more naturally and effectively in the classroom.

2) Progress while using the Praktika Application (Questionnaire Data)

The researcher conducted a 4-week observation of the English-speaking self-learning process using the Praktika app. For 3 weeks, teachers applied the app, and in the final week, the researcher evaluated their perceived progress.

Table 3. Weekly Progress Summary on Teachers’ Feedback Toward the Praktika App Features

Week	Focus Area	Summary of Findings
Week 1	Conversation simulation feature	All 10 teachers agreed this feature effectively supports speaking development through realistic dialogues, instant feedback, and personalized practice.
Week 2	Personalized learning experience	Teachers found the app adapts well to individual needs, offering tailored feedback and activities that keep learners engaged and improve speaking skills at their own pace.

Week 3	Pronunciation and fluency improvement	Positive feedback emphasized the app's ability to refine pronunciation and fluency using real-time feedback, stress and intonation detection, and motivating progress tracking.
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The table above presents the weekly progress of teachers during their three-week self-learning using the Praktika application. Each week focused on different features of the app that support speaking skills. In the final week, an evaluation showed improvements in pronunciation, fluency, and speaking confidence.

3) Results Development after using the application (In Depth-Interview)

After the three-week self-learning process using the Praktika app, the researcher conducted in-depth interviews to explore teachers' experiences and progress in using the app. The focus was on evaluating the app's tools and how they supported improvements in English speaking skills.

Table 4. Teachers' Feedback on Praktika App for English Speaking Practice

Teacher	Experience Summary	Highlighted Strengths
Teacher 5	Very good and helpful for improving speaking skills	Interactive features, real-life conversations, quick feedback, user-friendly
Teacher 6	Okay experience with useful tools for self-learning	Speaking practice tools, ease of independent learning
Teacher 7	Great experience, effective for enhancing fluency	Realistic AI conversations, instant feedback, improved pronunciation and confidence

Teacher feedback on the Praktika app highlights its effectiveness in improving speaking skills through interactive features, real-life conversations, and instant feedback. Teachers 5 and 7 found the app enjoyable and useful for enhancing fluency and pronunciation, while Teacher 6 offered a more neutral view, noting the need for better personalization. Overall, Praktika is seen as a helpful tool, but improvements in adaptability could enhance its impact for diverse learners.

4) After using the Praktika application

Based on conducting some research for several weeks. teachers can conclude about the practical application regarding the development of speaking English. The data was obtained from the results of the post-test questionnaire.

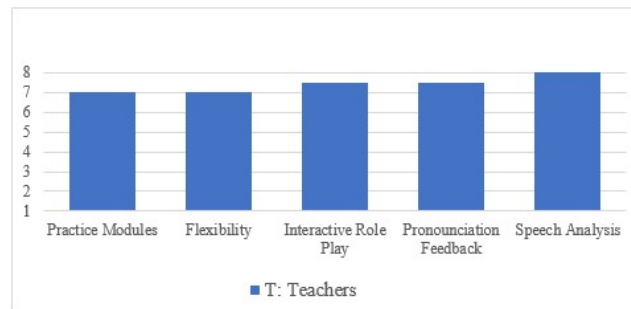


Figure 1. The result after using Pratika application

The Praktika application is seen by teachers as a valuable tool for enhancing students' speaking skills through self-learning, thanks to its interactive features, personalized learning paths, and real-time feedback. Ten teachers agree that the app effectively supports independent practice with flexible, well-structured modules and role-play scenarios that boost confidence. Its pronunciation feedback and speech analysis features further help learners improve fluency and track progress, confirming Praktika's usefulness for developing speaking skills.

5) English Teachers Perceive about Praktika application is useful for students' self-learning

Researchers use in-depth interviews to gain deeper insights into English teachers' perceptions of recommending the Praktika application for students. This method offers flexibility to explore their attitudes, experiences, and detailed perspectives on its usefulness for self-learning in speaking English. The following table presents the perceptions of Teachers 8, 9, and 10 regarding the effectiveness of the Praktika application in supporting students' self-learning in speaking English.

Table 5. Teachers' Perceptions on the Usefulness of Praktika for Students' Self-Learning in Speaking

Teacher	Perception of Praktika App	Key Points
Teacher 8	Praktika is a great tool for students to improve speaking skills independently.	<ul style="list-style-type: none"> • AI-powered conversations for real-life practice • Builds confidence • Instant feedback on pronunciation and fluency • Flexible and easy to use for self-learning
Teacher 9	Praktika is useful for self-learning, especially without pressure.	<ul style="list-style-type: none"> • Interactive role-play increases engagement • Applies learning to real-life scenarios

Teacher 10	Praktika supports self-learning through structured modules and speech analysis.	<ul style="list-style-type: none"> • Suggests adding personalized guidance like live coaching • Clear pronunciation feedback • Tracks progress to motivate students • Encourages independent practice without teacher presence
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Teachers expressed mixed but generally positive views on the Praktika application's role in supporting self-learning for English speaking. While they acknowledged its strengths in providing AI-driven practice, real-time feedback, and flexible access, some noted limitations in developing spontaneous communication and recommended combining it with other learning methods. Overall, the teachers found Praktika helpful for improving students' fluency, confidence, and pronunciation through interactive features and independent practice. One teacher suggested enhancing the app with more personalized guidance, such as live coaching or tailored exercises, to better support diverse learning needs.

5. DISCUSSION

Based on the research findings, the researcher will discuss the result of the findings. The discussion is about The Praktika application offers innovative features designed to enhance the self-learning experience for language learners, particularly those focused on improving their speaking skills. By analyzing user experiences and outcomes, stakeholders can assess whether the application meets the needs of language learners and identify areas for improvement. These aspects collectively help establish the Praktika application as a powerful resource in language education. Based on the results of the findings, the teachers feel the Praktika application as a valuable tool for enhancing students' speaking skills through self-learning. The researcher wants to discuss the result of the findings from the data as seen from the questionnaire and interview. Explore the features of the Praktika application contribute most significantly to the self-learning experience for language learners focused on speaking skills

The researcher found the features of Pratika application that contribute to the self-learning experience for learners. The researcher identified key Praktika features that enhance the self-learning experience for learners. The app offers AI-powered conversation practice, allowing users to engage in real-life scenarios to improve confidence and fluency. Its real-time pronunciation feedback helps learners correct mistakes instantly, ensuring

continuous improvement. The interactive role-playing scenarios enable learners to practice spontaneous conversations, while the speech analysis tools provide detailed insights into speaking patterns, highlighting areas for improvement. These features make Praktika an effective tool for independent language learning.

English teachers perceive the Praktika application as an innovative and effective tool for enhancing students' self-learning experiences in speaking skills. They appreciate the app's ability to provide students with continuous practice opportunities outside the classroom, enabling them to improve their fluency, pronunciation, and confidence in speaking English. Teachers often highlight the application's interactive features, such as real-life conversational simulations and real-time pronunciation feedback, as valuable components that foster meaningful engagement with the language.

From a pedagogical perspective, teachers view Praktika as a complement to traditional teaching methods, allowing learners to independently reinforce the skills taught in class. They recognize the app's potential to encourage autonomous learning by offering personalized content tailored to individual proficiency levels and learning goals. Additionally, teachers note that Praktika's gamified elements and progress tracking motivate students to practice consistently, which is essential for developing speaking proficiency.

However, teachers may also express some concerns, such as the need for structured guidance to maximize the app's potential or the challenge of maintaining student motivation without teacher oversight. Despite these considerations, teachers generally agree that Praktika is a valuable resource for promoting self-directed learning and improving speaking skills, making it an effective tool for modern language education. Teachers perceive the Praktika application as a valuable tool for helping students improve their self-learning in speaking skills. They appreciate its ability to create a supportive and interactive learning environment where students can practice speaking independently. Teachers find features like real-life conversation simulations, pronunciation feedback, and personalized learning paths especially effective in building students' confidence and fluency (Han, 2022).

6. CONCLUSION AND RECOMMENDATION

This research shows that the Praktika application has a positive and significant impact on improving speaking skills. It enhances the self-learning experience by offering interactive tools, personalized feedback, and real-life speaking scenarios that help users

improve fluency, pronunciation, and confidence. Both teachers and students benefit from its features, making it an effective tool for developing language proficiency and supporting independent learning. Based on these findings, it is suggested that teachers guide students in using the app effectively, including interpreting feedback and fostering collaborative practice. Meanwhile, students are encouraged to consistently use the app, focus on personalized feedback, and gradually take on more advanced speaking tasks to improve their proficiency.

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