# UTILIZING SANDY AI TO ENHANCE ENGLISH LANGUAGE TEACHERS' SPEAKING INSTRUCTIONAL SKILLS IN MGMP MADRASAH ALIYAH UNDER THE MINISTRY OF RELIGIOUS IN SOPPENG REGENCY

Thesis Submitted to Fulfill the Requirements for Obtaining
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at the Postgraduate of IAIN Parepare

**THESIS**

*By:*

**GUNTUR BRATAMA**
Reg. Number: 2120203879102014

POSTGRADUATE
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

YEAR 2025

# STATEMENT OF AUTHENTICITY OF THESIS

The writer who signed the declaration below:

Name : Guntur Bratama

NIM : 2120203879102007

Study Program : Tadris Bahasa Inggris

Thesis Title : Utilizing Sandy AI to Enhance English Language Teachers' Speaking Instructional Skills in MGMP Madrasah Aliyah under The Ministry of Religious Affairs in Soppeng Regency

Stated declare that the best of my knowledge and belief, this thesis is the result of my own work. To the best of my knowledge, this thesis has not been previously submitted for any academic degree in any university, not has been written or published by others, except for those which have been ethically cited and referenced in this manuscript. The authenticity check report of this thesis is attached.

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Parepare, 10th July 2025
The Writer,


Guntur Bratama
NIM.2120203879102007

# APPROVAL OF THE EXAMINATION COMMISSION

The examiner of the thesis written by Guntur Bratama, S.Pd, Register Number: 2120203879102007, Postgraduate Student of IAIN Parepare, English education program of Postgraduate IAIN Parepare, after carefully researching and correcting the Thesis concerned with the title: "Utilizing Sandy AI to Enhance English Language Teacher Speaking Instructional Skills in MGMP Madrasah Aliyah under the Ministry of Religious in Soppeng Regency" considers that the relevant Thesis fulfills the scientific requirements and can be approved for the award of Master's Degree in English Education.

| | | | |
|---|---|---|---|
| Chair | : | Dr. Arqam, M.Pd | (.....) |
| Secretary | : | Dr. Magdahalena Tjalla, M.Hum | (.....) |
| Examiner I | : | Dr. Abdul Haris Sunubi. M.Pd | (.....) |
| Examiner II | : | Dr. H. Ambo Dalle, S.Ag., M.Pd | (.....) |

Parepare, 10 Juli 2025

Known By

Postgraduate Director
IAIN Parepare

Dr. H. Islamul Haq, Lc., M.A
NIP. 19840312 201503 1 004

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Guntur Bratama
NIM. 2120203879102007

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| Judul | : | Utilizing Sandy AI to Enhance English Language Teachers' Speaking Instructional Skills in MGMP Madrasah Aliyah Under The Ministry Of Religious in Soppeng Regency (Supervised by Arqam and Magdahalena Djalla) |



Integrating artificial intelligence (AI) in language education presents a valuable opportunity to improve teacher competence, especially in enhancing speaking instruction. However, many English teachers in MGMP Madrasah Aliyah under the Ministry of Religious Affairs in Soppeng Regency still face challenges in utilizing technology effectively and delivering CEFR B1-level speaking materials. This study aimed to analyze the effectiveness of Sandy AI in improving teachers' instructional skills, particularly in teaching expressions related to giving suggestions and making offers, and to explore the integration of AI in teacher professional development programs.

This research employed a Classroom Action Research (CAR) design using the Kemmis and McTaggart model, which includes four stages: planning, acting, observing, and reflecting. The study involved 10 English teachers and was conducted in two cycles. In Cycle 1, the researcher introduced Sandy AI and supported lesson planning using the Problem-Based Learning method. Based on the results and teacher reflections, Cycle 2 included further interventions such as CEFR expression training, peer mentoring, and AI troubleshooting workshops. Observation instruments and scoring rubrics were used to evaluate teacher performance in instructional clarity, use of AI, CEFR explanation, and student engagement.

The findings showed a significant improvement in teaching performance from Cycle 1 to Cycle 2, with a 32% increase in average scores and 90% of participants meeting the success criteria. Teachers demonstrated better instructional structure, more precise explanation of CEFR expressions, and more effective integration of Sandy AI into speaking lessons. The results conclude that Sandy AI is a beneficial tool for enhancing speaking instruction and can be successfully implemented within a structured professional development framework in religious-based educational institutions.



KEYWORDS: Sandy AI, Speaking Instructional Skill, and MGMP Madrasah Aliyah English Teacher.

# ABSTRAK


| | | |
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| Nama | : | Guntur Bratama |
| NIM | : | 2120203879102014 |
| Judul | : | Pemanfaatan Sandy AI Untuk Meningkatkan Kemampuan Memberikan Instruksi Guru Bahasa Inggris Dalam Pembelajaran Di MGMP Madrasah Aliyah Di Bawah Kementerian Agama Kabupaten Soppeng (Dibimbing oleh Arqam dan Magdahalena Djalla) |



Integrasi kecerdasan buatan (AI) dalam pembelajaran bahasa memberikan peluang yang besar untuk meningkatkan kompetensi guru, khususnya dalam pengajaran keterampilan berbicara. Namun demikian, banyak guru bahasa Inggris yang tergabung dalam MGMP Madrasah Aliyah di bawah naungan Kementerian Agama Kabupaten Soppeng masih menghadapi kendala dalam memanfaatkan teknologi secara efektif serta dalam menyampaikan materi berbicara pada tingkat CEFR B1. Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan Sandy AI dalam meningkatkan keterampilan instruksional guru, khususnya dalam mengajarkan ekspresi memberikan saran dan menawarkan bantuan, serta mengkaji integrasi AI dalam program pengembangan profesional guru.

Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan model Kemmis dan McTaggart yang meliputi empat tahap: perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian terdiri dari sepuluh guru bahasa Inggris dan dilaksanakan dalam dua siklus. Pada Siklus 1, peneliti memperkenalkan Sandy AI dan mendampingi penyusunan rencana pelaksanaan pembelajaran (RPP) berbasis Problem-Based Learning (PBL). Berdasarkan hasil dan refleksi guru, pada Siklus 2 dilakukan intervensi tambahan berupa pelatihan ekspresi CEFR, pendampingan oleh guru sebaya, serta lokakarya penanganan teknis penggunaan AI. Instrumen observasi dan rubrik penilaian digunakan untuk mengevaluasi kinerja guru dalam empat aspek: kejelasan instruksi, penggunaan Sandy AI, penjelasan materi CEFR, dan keterlibatan siswa.

Hasil penelitian menunjukkan peningkatan yang signifikan dalam kinerja mengajar dari Siklus 1 ke Siklus 2, dengan peningkatan skor rata-rata sebesar 32% dan 90% peserta mencapai kriteria keberhasilan. Guru menunjukkan peningkatan dalam struktur pembelajaran, kejelasan dalam menjelaskan ekspresi CEFR, serta integrasi Sandy AI yang lebih efektif dalam pembelajaran berbicara. Penelitian ini menyimpulkan bahwa Sandy AI merupakan alat bantu yang bermanfaat dalam meningkatkan keterampilan instruksional berbicara dan dapat diimplementasikan secara efektif dalam kerangka pengembangan profesional guru di lembaga pendidikan berbasis keagamaan.



Kata Kunci: **Sandy AI**, Keterampilan Instruksional Berbicara, MGMP Madrasah Aliyah

# تجريد البحث


الإسم : غونتور براتاما

رقم التسجيل : ٢١٢٠٢٠٣٨٧٩١٠٢٠١٤


موضوع الرسالة : استخدام Sandy Ai لتحسين قدرة معلمى اللغة الإنجليزية على إعطاء التعليمات في عملية التعلم في MGMP للمدرسة العالية التابعة لوزارة الأوقاف في منطقة سوبينغ (تحت إشراف أرقام وماجدالينا جالا)

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تكامل الذكاء الاصطناعي (AI) في تعليم اللغة يوفر فرصًا كبيرة لتحسين كفاءة المعلمين، خاصة في تدريس مهارات التحدث. ومع ذلك، لا يزال العديد من معلمي اللغة الإنجليزية المنتمين إلى MGMP للمدرسة العالية التابعة لوزارة الأوقاف في منطقة سوبينغ يواجهون صعوبات في الاستفادة من التكنولوجيا بشكل فعال وفي تقديم مادة التحدث على مستوى CEFR B1. تهدف هذه الدراسة إلى تحليل فعالية استخدام Sandy AI في تحسين مهارات المعلمين التعليمية، خاصة في تدريس التعبير عن تقديم النصائح وعرض المساعدة، ودراسة دمج الذكاء الاصطناعي في برامج التطوير المهني للمعلمين.

تستخدم هذه الدراسة طريقة البحث الإجرائي الصفي (PTK) بنموذج Kemmis و McTaggart الذي يشمل أربع مراحل: التخطيط، والتنفيذ، والملاحظة، والتفكير. يتألف موضوع الدراسة من عشرة معلمي لغة إنجليزية ويتم تنفيذه على مدار دورتين. في الدورة الأولى، قدم الباحثون Sandy AI ورافقوا إعداد خطة تنفيذ التعلم (RPP) القائمة على التعلم القائم على حل المشكلات .(PBL) بناءً على النتائج وتأملات المعلمين، تم إجراء تدخل إضافي في الدورة الثانية على شكل تدريب على التعبيرCEFR ، ومرافقة من قبل المعلمين الأقران، وورشة عمل حول التعامل التقني مع استخدام الذكاء الاصطناعي. تم استخدام أدوات المراقبة ورقعة التقييم لتقييم أداء المعلمين في أربعة جوانب: وضوح التعليمات، واستخدامSandy AI، وشرح مادةCEFR ، ومشاركة الطلاب.

تشير نتائج البحث إلى تحسن كبير في أداء التدريس من الدورة ١ إلى الدورة ٢، مع زيادة متوسط الدرجات بنسبة ٣٢٪ ووصول ٩٠٪ من المشاركين إلى معايير النجاح. أظهر المعلمون تحسناً في هيكل التعلم، ووضوحاً في شرح تعبيراتCEFR ، ودمجاً أكثر فعالية لـ Sandy AI في تعليم التحدث. وخلصت الدراسة إلى أن Sandy AI أداة مفيدة في تحسين مهارات التدريس التحدثية ويمكن تنفيذها بفعالية في إطار التطوير المهني للمعلمين في المؤسسات التعليمية الدينية.



**الكلمات الرائسية:** Sandy AI، مهارة التدريس الكلامية، MGMP المدرسة العالية، مدرسو اللغة الإنجلزية

# CHAPTER I

# INTRODUCTION

## A. *Background of the Research*

Proficiency in the English language, particularly in speaking, has become a crucial skill in contemporary education, necessitating ongoing development among educators responsible for enhancing these abilities in their students. In Indonesia, the significance of improving teachers' skills in speaking instruction is highlighted in institutions like Madrasah Aliyah, especially in Soppeng Regency, where the Musyawarah Guru Mata Pelajaran (MGMP) serves as an essential platform for teacher collaboration and professional growth. Nevertheless, despite the organized support that MGMP provides, many English teachers encounter obstacles that impede their capacity to teach speaking effectively. Recognizing and addressing these obstacles is vital for creating a more effective language learning atmosphere within Madrasahs, aiding teacher development and student achievement in English proficiency.

Despite the structural support MGMP provides, some English teachers continue to face pedagogical challenges that limit the effectiveness of speaking instruction. First, the implementation of student-centered learning remains suboptimal. Many teachers rely heavily on traditional lecture-based methods, dominating classroom discourse and limiting opportunities for students to explore problems, construct knowledge, and engage in meaningful communicative

activities. This has resulted in low student engagement, particularly in speaking exercises, which are crucial for language acquisition.

Second, there remains a significant gap in technology integration within the instructional process. Teachers have not maximized using digital tools and platforms that could enhance interactivity and learning outcomes. In particular, using Artificial Intelligence (AI) as a pedagogical aid is still nascent. Many educators lack the training and experience to effectively incorporate AI-driven tools into their teaching practice, hindering their ability to create dynamic and responsive learning environments.

To address these challenges, action research offers a promising framework that combines planning, acting, observing, and reflecting in cycles to identify and resolve specific instructional needs. Action research is particularly beneficial in language education as it allows teachers to assess and improve their methods iteratively. Within the MGMP setting, an action research approach can offer teachers a systematic way to refine their strategies, focusing on practical solutions that cater to both their instructional style and their students' needs. This framework aligns well with MGMP's professional development objectives, supporting continuous teacher development and instructional effectiveness.

In recent years, advancements in artificial intelligence have opened new possibilities for supporting teacher development in real-time.[1] This study proposes integrating Sandy AI, an AI-driven tool, into the action research framework of

[1] Udan Kusmawan, "Redefining Teacher Training: The Promise of AI-Supported Teaching Practices," *Journal of Advances in Education and Philosophy* 7, no. 09 (2023): 332–35, https://doi.org/10.36348/jaep.2023.v07i09.001.

MGMP to support English teachers in enhancing their speaking instructional skills. AI-driven tools have gained attention in educational research as they offer personalized learning experiences that adapt to the user's specific needs and can be especially helpful for educators with diverse backgrounds. Sandy AI, for example, provides immediate feedback that allows teachers to assess their instructional techniques and make targeted improvements. The adaptability of AI-facilitated instruction aligns with the methods where teachers employ various strategies to engage students and foster participation in speaking activities.

Sandy AI's adaptive capabilities make it suitable for educators with diverse backgrounds, such as those in the MGMP community, who may not have had specialized training in English instruction. Research supports that AI tools can offer customized support, allowing teachers to practice and refine skills suited to their proficiency levels.[2] Sandy AI can deliver feedback in real-time, helping educators bridge specific instructional gaps and maintain engagement in speaking activities. This AI-supported framework promotes a hands-on approach where teachers can practice and refine their skills, apply new techniques, and ultimately foster a classroom environment that encourages active speaking—a method shown to be effective in studies like Sariakin's, where teacher preparation and active involvement directly correlated with student improvement in spoken English.[3]

[2] Weny Kritandani, Renaningtyas Aryani, and Tetta Rakasiwi, "A Report Review: Artificial Intelligence and the Future of Teaching and Learning," *International Research-Based Education Journal* 6, no. 2 (2024): 245, https://doi.org/10.17977/um043v6i2p245-253.

[3] Sariakin Sariakin, "The Management of Speaking Instruction at SMA Modal Bangsa, Aceh Provice," *Jurnal Sains Riset* 10, no. 2 (2020): 165–69, https://doi.org/10.47647/jsr.v10i2.279.

This study aims to investigate Sandy AI's effectiveness within the MGMP context, specifically how it meets the unique needs of Madrasah Aliyah's English teachers regarding speaking training. The research will evaluate whether AI-enabled practice, feedback, and reflection cycles can lead to measurable improvements in teachers' spoken instructional skills.

In conclusion, enhancing English-speaking instructional skills among MGMP participants in the Soppeng Regency requires a multifaceted approach that accounts for educational diversity and addresses gaps in instructional training. This study aims to provide a dynamic, AI-supported development program for English teachers by implementing an action research model incorporating Sandy AI. Through this approach, MGMP participants can enhance their speaking instructional skills, positively impacting their students' language acquisition and setting a precedent for the role of AI in educational professional development.

## B. *Research Question*

Based on the background of the study above, the research question is formulated as follows:

1. How can Sandy AI effectively enhance the speaking instructional skills of English teachers in the MGMP at Madrasah Aliyah under the Ministry of Religion in Soppeng Regency?
2. What enhancement in speaking instructional skills can be observed among MGMP teachers with diverse educational backgrounds and varying teaching experiences after integrating Sandy AI into their professional development?

## C. *Operational Definition*

1. Sandy AI

Sandy AI is an artificial intelligence application that improves teachers' speaking instruction skills. It will be implemented as part of a targeted initiative to support educators at MGMP Madrasah Aliyah under the Ministry of Religious Affairs in Soppeng. By integrating this AI-driven tool, the program aims to enhance the quality and effectiveness of speaking instruction, empowering teachers with advanced techniques and resources to foster better communication skills among students.

2. Teacher Speaking Instructional Skills

Speaking instructional skills refer to effectively communicating in spoken language within an educational context.[4] These skills encompass various strategies that facilitate learners' ability to communicate verbally in a second language.

3. MGMP Madrasah Aliyah English Teacher under the Ministry of Religious Affairs (MoRA) in Soppeng Regency

The MGMP English Teachers of Madrasah Aliyah under the Ministry of Religious Affairs (MoRA) in Soppeng Regency is a professional development and collaboration forum for English teachers working in Madrasah Aliyah schools in Soppeng, South Sulawesi. Through MGMP, teachers can improve teaching quality by sharing knowledge, teaching strategies, and educational resources.

[4] Article Info, 'International Journal of Linguistics, Literature and Translation ( IJLLT ) ISSN : 2617-0299 Instructional Strategies to Develop the Speaking Skill', 1994, 2018.

## D. *Research Scope*

This research focuses on utilizing Sandy AI technology to enhance the speaking instruction skills of English teachers within the *Musyawarah Guru Mata Pelajaran* (MGMP) of Madrasah Aliyah, under the Ministry of Religious Affairs in Soppeng Regency. The primary aim of this study is to investigate how AI tools, specifically Sandy AI, can contribute to achieving teacher competency targets. In the context of pedagogical competence, teachers are expected to communicate effectively, empathetically, and politely with students. Additionally, regarding professional competence, educators are expected to integrate information and communication technology (ICT) into their teaching practices and professional development.

The scope of this study is explicitly limited to the use of Sandy AI's "Give Advice or Make a Recommendation" submenu within the "Give Advice and Offers" module of the AI's Unit of Learning. This tool is designed to help teachers refine their ability to provide advice and make recommendations—essential skills for effective speaking instruction. By focusing on this AI module, the study will explore how it can support teachers in improving their communication skills, enhancing their pedagogical practices, and meeting the competency requirements for teaching and professional development.

Through this research, the study aims to assess how the integration of Sandy AI can elevate the quality of speaking instruction and contribute to the overall enhancement of English teachers' competencies in line with educational standards set by the Ministry of Religious Affairs.

## E. *Objective and Significance of the Research*

1. Objective of the Research

The primary purposes are as follows:

a. To describe the effectiveness of Sandy AI in enhancing English language teachers' speaking instructional skills within the MGMP community at Madrasah Aliyah in Soppeng Regency.

b. To analyze the integration of AI-based tools (specifically Sandy AI) in teacher professional development programs, focusing on enhancing speaking proficiency, pronunciation, and instructional techniques.

The target of this research is to ensure that at least 70% of the participating English language teachers show notable progress in their speaking instructional skills. This includes effectively incorporating Sandy AI, adopting more student-centered teaching methods, and improving their pedagogical competence in explaining and facilitating CEFR B1-level expressions, such as giving advice and making suggestions, within their speaking instruction.

2. Significance of the Research

Here are some benefits of this research:

a. Enhanced Teacher Proficiency:

By utilizing Sandy AI, English teachers can improve their speaking skills, pronunciation, and fluency, leading to higher-quality language instruction for students.

b. Innovative Teaching Techniques:

Teachers gain exposure to new, technology-enhanced methods of language instruction, which can foster more engaging and effective speaking activities for students.

c. Improved Student Outcomes:

With better-equipped teachers, students will likely benefit from improved speaking instruction, resulting in higher language proficiency and confidence in English speaking.

d. Scalability of AI Integration:

This research can provide a model for integrating AI in teacher development programs across other regions and subjects, especially within religious or specialized education systems.

e. Support for Educational Policy:

Findings may inform the Ministry of Religious Affairs on the value of adopting AI tools in teacher training and supporting policies that promote innovation and technology in education.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. *Previous Related Research Findings*

Artificial Intelligence (AI) integration in education has gained significant attention in recent years, particularly in enhancing the teaching and learning processes. In English language teaching, AI tools have been explored for their potential to improve various aspects of instruction, including speaking skills. Previous studies have highlighted the growing importance of AI in fostering interactive and personalized learning experiences. Some researchers have researched those variables. They are:

Rizqi Akbarani highlights that Artificial Intelligence (AI) has emerged as a transformative force in English Language Teaching (ELT), with significant potential to enhance the learning experience and improve outcomes. AI tools and applications are now widely incorporated into language learning platforms, classrooms, and online resources, revolutionizing the methods used to teach and learn English. These technologies facilitate personalized learning, provide immediate feedback, and create immersive language practice opportunities. AI-powered tools such as ChatGPT, Quillbot, Grammarly, and plagiarism checkers help students improve their speaking, writing, and reading skills. Although AI presents both opportunities and challenges in ELT, its effectiveness largely depends on how it is applied and the timing of its use. The adoption of AI is considered crucial for alleviating teachers' workloads while enhancing the quality of teaching.

Overall, AI's integration into English language teaching is viewed as highly beneficial and impactful.[5]

Idham et al., conducted the study to explore the impact of artificial intelligence (AI) on English language teaching in higher education, focusing on opportunities and challenges.[6] Using a mixed-method approach, the researchers surveyed and interviewed 16 English lecturers. The findings reveal that AI has significantly transformed English language teaching, with lecturers utilizing various AI tools for tasks such as answering questions, grammar checking, plagiarism detection, paraphrasing, and literature review. While AI offers advantages like improved error detection and plagiarism prevention, it also presents challenges, particularly the need for enhanced digital literacy among educators. The study highlights concern about AI potentially replacing human teachers in the future, emphasizing the importance of continuous professional development in digital skills for English lecturers. Overall, the research underscores the transformative impact of AI on English language teaching, presenting both opportunities for innovation and challenges for adaptation in higher education settings.

Karim et al. conducted the study to investigate the effectiveness of the English Language Speech Application (ELSA), an AI-powered tool, in improving

[5] Rizqi Akbarani, "Use of Artificial Intelligence in English Language Teaching," *International Journal of English Learning and Applied Linguistics (IJELAL)* 4, no. 1 (2024): 14–23, https://doi.org/10.21111/ijelal.v4i1.10756.

[6] Afif Zuhdy Idham, Wahyuddin Rauf, and Abd. Rajab, "Navigating the Transformative Impact of Artificial Intelligence on English Language Teaching: Exploring Challenges and Opportunities," *Jurnal Edukasi Saintifik* 4, no. 1 (2024): 8–14, https://doi.org/10.56185/jes.v4i1.620.

EFL students' speaking performance. The research involved 21 students from Universitas Teknologi Yogyakarta and employed a mixed-method approach. Results showed a significant improvement in speaking ability after using ELSA, with mean scores increasing from 75 to 88, representing a 17% improvement. Most students (90%) reported increased confidence in speaking English, and 80% perceived ELSA as beneficial for enhancing their speaking performance. Additionally, 95% of respondents viewed ELSA as a motivational tool for improving speaking skills, and 90% appreciated its learning design quality. The study also identified internal and external factors as inhibitors to speaking performance. The findings suggest that ELSA is a practical AI-based application for promoting EFL students' speaking abilities.[7]

Qadhi investigated effective instructional strategies to improve speaking skills among ESL/EFL learners, emphasizing that speaking remains one of the most neglected skills in language classrooms. The study identifies several key barriers to oral proficiency, including limited vocabulary usage, lack of speaking opportunities, fear of ridicule, low motivation, and insufficient grammar competence. Qadhi proposed strategies such as role-plays, task-based learning, ICT integration, establishing a speaking corner, and allocating dedicated speaking classes to address these challenges. The research highlights the need for

[7] Sayit Abdul Karim et al., "Promoting EFL Students' Speaking Performance through ELSA Speak: An Artificial Intelligence in English Language Learning," *Journal of Languages and Language Teaching* 11, no. 4 (2023): 655, https://doi.org/10.33394/jollt.v11i4.8958.

communicative, student-centered approaches that foster confidence and autonomy, ultimately enhancing learners' communicative competence in English.[8]

Andika in his study, examined the effectiveness of artificial intelligence (AI) in enhancing English language learning, revealing notable improvements in speaking, listening, reading, and writing skills among 30 students. The findings support AI's value in language acquisition and advocate for its inclusion in language learning curricula. The research aims to assess how effective AI is in teaching English, using a mixed-methods approach that combines qualitative and quantitative research methods. The study participants were thirty students from Gajah Sakti Polytechnic in Metro, Lampung, who utilized AI for language learning. The results showed that AI significantly enhanced students' speaking, listening, reading, and writing skills, confirming its effectiveness in language learning. Moreover, this study addresses gaps in previous research on the application of AI in English language teaching within academic contexts. The practical takeaway from this research is that AI should be integrated into language learning curricula to promote more effective and efficient learning outcomes. This study contributes valuable insights into the role of AI in language acquisition and demonstrates its potential in developing innovative and adaptable teaching methods.[9]

Rajakumari conducted the study to explore the role of AI-powered tools in enhancing English language instruction, focusing on areas such as customized

[8] Article Info, "International Journal of Linguistics , Literature and Translation ( IJLLT ) ISSN : 2617-0299 Instructional Strategies to Develop the Speaking Skill," no. 1994 (2018).

[9] Andika Andika, "English Learning: The Use of Artificial Intelligence in Improving Teaching Method Innovation," *Pustaka* 4, no. 1 (2023): 100–107, https://doi.org/10.56910/pustaka.v4i1.1056.

learning, automated grading, and adaptive content delivery. The research identifies the most effective domains for AI applications in language education by analysing responses from an online questionnaire. The study assesses AI's impact on language proficiency, particularly in grammar, vocabulary, pronunciation, and listening comprehension, while also examining the role of natural language processing (NLP) and machine learning in creating adaptable learning modules. Additionally, the study addresses challenges like data protection, ethical concerns, and accessibility, offering a comprehensive view of AI's practical benefits and limitations in language teaching. The aim is to improve language learning experiences by making them more engaging, efficient, and inclusive.[10]

The study by Fuadi et al., examines the management of teacher professional development in state Madrasah Aliyah schools across Langkat Regency, Indonesia.[11] Using a multi-site qualitative approach, the research reveals that professional development efforts focus on enhancing teachers' expertise, skills, and knowledge through various initiatives. These include collaborations with local government and the District Ministry of Religion to provide training on curriculum implementation, computer skills, and subject-specific teacher working groups (MGMP). The management process encompasses planning, implementing, supervising, and evaluating activities. Additional professional development opportunities include seminars, workshops, and efforts to expand library resources.

[10] A J. and R Rajakumari, "6. Harnessing AI: Enhancing English Language Teaching through Innovative Tools," 2024, https://doi.org/10.1109/iceeict61591.2024.10718399.

[11] Ahmad Fuadi, Wahyudin Nur Nasution, and Candra Wijaya, "Management of Teacher Professionalism Development: A Multi-Site Study of State Madrasah Aliyah in Langkat Regency," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (2023): 180–99, https://doi.org/10.31538/tijie.v4i1.444.

The study highlights these Islamic secondary schools' comprehensive approach to improve teacher professionalism, addressing pedagogical and technological competencies in response to evolving educational needs and challenges.

Roosmawati et al., conducted the study to investigate the effectiveness of Continuing Professional Development (CPD) in enhancing the pedagogic competence of teachers at MAN schools, using Terry & Rue's management theory, Spencer's Theory of Pedagogic Competence, and Longman's theory of professionalism.[12] The research focused on four aspects of CPD: planning, organization, implementation, and evaluation while considering challenges from both teachers and external factors, such as policies. The findings revealed that CPD planning was primarily driven by administrative tasks, such as promotion requirements, rather than focusing on improving pedagogic skills. The CPD team struggled to organize and implement effective programs, failing to follow guidelines that would enhance teachers' competence. Implementation was mainly concerned with fulfilling administrative duties, leaving little room for innovation or self-development activities, which hindered the growth of pedagogic abilities. Furthermore, the CPD evaluation, based on self-assessments, was not viewed as an effective tool for continuous improvement, as teachers did not perceive it as essential for enhancing their skills. In conclusion, while the CPD program followed existing regulations, it was ineffective in improving teachers' pedagogic

[12] Elisa Roosmawati et al., "Management of Continuing Professional Development on Madrasah Aliyah Negeri Teachers to Improve Pedagogic Competence," *International Journal of Educational Review* 4, no. 1 (2022): 13–27, https://doi.org/10.33369/ijer.v4i1.21791.

competence, and the study recommends a more focused, systematic approach to CPD that prioritizes professional development over administrative tasks.

Shinta in her study examined the professional development and career progression of English teachers in Indonesia, focusing on pedagogic and professional competencies.[13] The research reveals that teachers receiving IT-based training were likelier to implement scientific approaches in K13 curriculum classrooms. Urban teachers participated in active MGMP (subject teacher working group) activities, while rural teachers experienced less routine engagement. Teacher research (PTK) was primarily conducted for rank advancement rather than addressing actual needs. Obstacles to professional development included insufficient in-depth curriculum workshops, inadequate facilities, and low IT literacy, particularly in rural areas. The study also highlighted issues with non-routine MGMP activities in rural areas, mismatched instructor expertise, and heavy teacher workloads hindering research efforts. The author concludes that teacher competency development system improvements are necessary to make professional growth more meaningful and beneficial for teachers' roles.

Based on the studies discussed, several key findings emerge regarding using Artificial Intelligence (AI) to enhance English language teaching, particularly in improving speaking skills. These studies reveal that AI can significantly boost speaking, listening, reading, and writing abilities through various AI-powered applications and tools, such as ChatGPT, Grammarly, ELSA, and other platforms.

[13] Meilan Nirmala Shinta, "Study of Professionalism Development and Career English Teacher (Case Study of Junior High School Teachers in the Urban and Rural Areas of Southeast Sulawesi)," *Journal Al-Lisan* 3 (2018): 36–45.

The use of AI in language teaching provides immediate feedback and personalized learning and creates opportunities for immersive language practice. However, challenges arise in the application of AI, including the need for higher digital literacy among educators, issues related to data protection, and limitations in accessibility and training. Additionally, these studies emphasize the importance of continuous professional development (CPD) for teachers to improve their pedagogical competencies. In this context, many studies show that CPD programs often focus more on administrative tasks rather than developing pedagogical skills, reducing teachers' professional growth effectiveness.

The research title "Utilizing Sandy AI to Enhance English Language Teachers' Speaking Instructional Skills In MGMP Madrasah Aliyah Under The Ministry Of Religious In Soppeng Regency" is highly relevant to the abovementioned findings. This study focuses on the application of Sandy AI to enhance the speaking instruction skills of English teachers in Madrasah Aliyah, aligning with the findings that AI can effectively improve speaking, listening, and writing skills. Results from studies such as the one using the ELSA application show significant improvement in speaking skills and student confidence, indicating the potential of Sandy AI as a tool to enhance speaking instruction. However, challenges related to professional development, such as low digital literacy among educators and the lack of focus in CPD programs, should be addressed in the implementation of Sandy AI. Therefore, this study could contribute to developing a more effective language learning curriculum by integrating AI technologies and

improving CPD management, specifically enhancing English-speaking instructional skills in Madrasah Aliyah in Soppeng Regency.

## B. *Some Pertinent Ideas*

In the context of utilizing Sandy AI to enhance English language teacher speaking instruction skills in MGMP Madrasah Aliyah under the Ministry of Religious Affairs in Soppeng Regency, the pertinent ideas from previous research might revolve around:

1. Artificial Intelligence (AI) in Education

The convergence of technology and education has fostered the emergence of Artificial Intelligence (AI) as a powerful tool in transforming the learning landscape. AI, the simulation of human intelligence in machines, encompasses a broad spectrum of methodologies and applications aimed at mimicking cognitive functions such as problem-solving, decision-making, and language comprehension.[14] AI holds significant promise in education for enhancing learning outcomes, personalizing instructional experiences, and improving administrative efficiency. However, integrating AI into educational systems has challenges that require careful consideration of ethical, technical, and financial implications.

a. Definition of AI

Artificial Intelligence refers to the development of systems that can perform tasks traditionally requiring human intelligence, such as recognizing patterns,

[14] Amit Konar, *Artificial Intelligence and Soft Computing: Behavioral and Cognitive Modeling of the Human Brain* (CRC press, 2018).

making decisions, and learning from experience.[15] AI encompasses various subfields, each contributing distinct functionalities that can be applied in educational settings.

1) Machine Learning (ML): A prominent subset of AI, machine learning enables systems to learn from data and improve their performance over time without explicit programming. This characteristic makes ML highly applicable in educational tools, such as adaptive learning platforms, where the system adjusts the learning path based on individual student performance.[16] By processing large datasets, machine learning models can identify patterns in student behaviors and predict learning outcomes, offering insights for personalized educational interventions.
2) Deep Learning: A more advanced form of machine learning, deep learning employs artificial neural networks to analyze complex data structures. These algorithms can learn intricate patterns and representations from large amounts of unstructured data, making them particularly effective for tasks such as image recognition, speech processing, and language translation. In the educational domain, deep learning has been used in automated essay scoring systems, intelligent tutoring systems (ITS), and speech recognition

[15] Michael Wooldridge, *A Brief History of Artificial Intelligence: What It Is, Where We Are, and Where We Are Going* (Flatiron Books, 2021).

[16] Omid Gheibi, Danny Weyns, and Federico Quin, "Applying Machine Learning in Self-Adaptive Systems: A Systematic Literature Review," *ACM Transactions on Autonomous and Adaptive Systems (TAAS)* 15, no. 3 (2021): 1–37.

applications that assist students with language learning and verbal communication.[17]

3) Natural Language Processing (NLP): NLP enables machines to understand and generate human language, bridging the gap between human communication and computational systems.[18] NLP has been applied to develop intelligent tutors, chatbots, and language-learning applications in education. These systems allow for real-time, natural interactions between students and AI, offering personalized guidance, feedback, and support.

b. Historical Context and Evolution of AI in Education

The historical trajectory of AI in education can be traced back to the 1960s, with early attempts at automating instruction and assessment. However, AI's true potential in the educational field began to materialize in the late 20th and early 21st centuries, as advances in computational power and algorithmic sophistication enabled more sophisticated applications. One of the earliest successful applications was the development of intelligent tutoring systems (ITS), which utilized rule-based models to simulate one-on-one tutoring sessions.[19] These systems were designed to diagnose student errors and provide individualized feedback, laying the foundation for more complex AI-driven educational technologies.

[17] Xinyi Huang et al., "Trends, Research Issues and Applications of Artificial Intelligence in Language Education," *Educational Technology \& Society* 26, no. 1 (2023): 112–31.

[18] Sowmya Vajjala et al., *Practical Natural Language Processing: A Comprehensive Guide to Building Real-World NLP Systems* (O'Reilly Media, 2020).

[19] Ali Alkhatlan and Jugal Kalita, "Intelligent Tutoring Systems: A Comprehensive Historical Survey with Recent Developments," *ArXiv Preprint ArXiv:1812.09628*, 2018.

In recent years, the proliferation of machine learning and deep learning techniques has expanded the range of AI applications in education. Personalized learning platforms, such as those used in K-12 schools and universities, employ AI to tailor learning content to individual student needs and preferences. Additionally, automated assessment tools, which utilize AI to grade essays, quizzes, and assignments, have gained widespread adoption. These tools improve the efficiency of assessment processes and provide instant feedback to students, facilitating more timely learning interventions.

c. Potential of AI in Education

AI's application in education can redefine the relationship between students, teachers, and learning content. Several key benefits can be identified in the integration of AI in educational systems:

1) Personalized learning: One of the most promising applications of AI in education is the ability to deliver personalized learning experiences. AI-driven systems can assess individual students' learning needs, preferences, and progress, adapting content and teaching strategies accordingly.[20] By utilizing machine learning algorithms, AI systems can create dynamic learning pathways, providing students with content tailored to their strengths and weaknesses. This personalized approach has been shown to enhance student engagement, motivation, and retention.

[20] Wadim Strielkowski et al., "AI-Driven Adaptive Learning for Sustainable Educational Transformation," *Sustainable Development*, 2024.

2) Improved administrative efficiency**:** AI technologies can automate many routine administrative tasks, such as grading, scheduling, and record-keeping. This automation reduces the administrative burden on teachers, allowing them to focus more on pedagogy and student interaction. For instance, AI-based systems can automatically grade assignments and provide instant feedback, thus enabling educators to allocate more time to student-centred activities.[21] Furthermore, AI tools can assist in predicting student performance and identifying at-risk learners, enabling timely intervention.
3) Enhanced learning outcomes: AI can provide immediate, data-driven feedback to students, a critical element in fostering effective learning. Real-time feedback allows students to correct errors and refine their understanding, accelerating learning. Additionally, AI can track student progress, enabling more targeted and efficient interventions. Research suggests that AI-enhanced systems can lead to better academic performance by fostering an environment of continuous improvement.[22]
4) Scalability and access**:** AI has the potential to democratize education by making high-quality learning accessible to a broader audience. AI-driven platforms can be deployed across various settings, including remote or underserved regions, providing personalized educational experiences

[21] Andrew Paterson and Niall Dolan, "The Basis for Splitting Assessment from Education; Utilising the Power of AI.," 2022.
[22] Zhiyi Xu, "AI in Education: Enhancing Learning Experiences and Student Outcomes," *Applied and Computational Engineering* 51, no. 1 (2024): 104–11.

regardless of geographical or financial constraints.[23] This scalability is particularly relevant in global education disparities, where access to qualified teachers and resources is limited.

d. Challenges of AI in Education

While the potential of AI in education is vast, the integration of such technologies is not without challenges:

1) Cost and resource allocation: The development, implementation, and maintenance of AI-driven educational tools require significant financial investment. Many institutions, particularly those in low-resource settings, may struggle to afford the infrastructure and training necessary to adopt AI technologies. Moreover, the high initial costs may outweigh the perceived benefits, especially for smaller educational institutions or those with limited budgets.[24]
2) Data privacy and ethical concerns: The use of AI in education relies heavily on collecting and analysing student data, raising concerns about privacy and data security. The potential to misuse sensitive information, such as academic records and personal identifiers, is a significant issue. Ethical considerations, including the protection of student rights and the prevention of algorithmic bias, must be addressed to ensure that AI systems are deployed in a manner that is both responsible and equitable.[25]

[23] Huang et al., "Trends, Research Issues and Applications of Artificial Intelligence in Language Education."

[24] Rachid Ejjami, "The Future of Learning: AI-Based Curriculum Development," *Int J Multidiscip Res* 6, no. 4 (2024).

[25] Andy Nguyen et al., "Ethical Principles for Artificial Intelligence in Education," *Education and Information Technologies* 28, no. 4 (2023): 4221–41.

3) Overreliance on technology: The increasing use of AI in education raises concerns about the potential overreliance on technology, which could diminish students' critical thinking, creativity, and interpersonal skills. While AI systems can provide personalized learning experiences, they may not fully replicate traditional education's social, emotional, and collaborative aspects. Overdependence on AI may lead to a diminished role for human educators, who are essential for fostering social and emotional development (Selwyn, 2019).[26]
4) Bias in AI algorithms: AI systems are only as effective as the data on which they are trained. If the data used to develop AI models is biased, the resulting systems may perpetuate existing educational inequalities. For example, biased datasets can lead to inaccurate predictions about student performance, favouring certain demographic groups over others. Addressing algorithmic bias is critical to ensuring fairness and equity in AI-driven educational tools.[27]

The potential for AI to revolutionize education is immense, offering unprecedented opportunities to personalize learning, enhance efficiency, and improve outcomes. However, the widespread adoption of AI in educational settings must be approached cautiously, addressing the technical, ethical, and financial challenges accompanying its integration. Educators, policymakers, and

[26] Chunpeng Zhai, Santoso Wibowo, and Lily D Li, "The Effects of Over-Reliance on AI Dialogue Systems on Students' Cognitive Abilities: A Systematic Review," *Smart Learning Environments* 11, no. 1 (2024): 28.

[27] Maryam Roshanaei, Hanna Olivares, and Rafael Rangel Lopez, "Harnessing AI to Foster Equity in Education: Opportunities, Challenges, and Emerging Strategies," *Journal of Intelligent Learning Systems and Applications* 15, no. 04 (2023): 123–43.

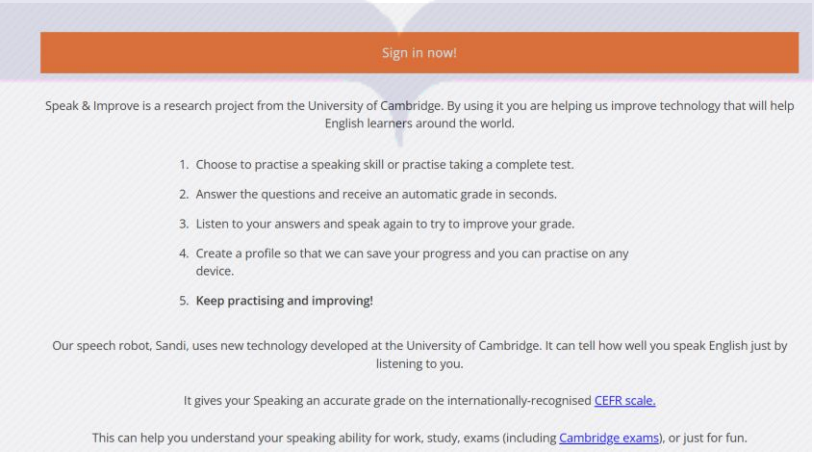
technologists must collaborate as AI technologies evolve to ensure that AI supports and enhances the educational experience rather than undermining it. The future of AI in education lies in its ability to complement human teaching and learning, creating a balanced and equitable educational ecosystem that benefits all students.

2. Sandy AI

a. Definition of Sandy AI

Sandy is an AI robot developed as part of Cambridge English's Speak and Improve research project associated with English Language iTutoring Ltd, a trusted name in language proficiency testing. The project aims to create technology that assists English learners worldwide. Sandy utilizes advanced Speech Recognition algorithms to evaluate users' spoken English and provide accurate feedback. By assessing factors such as pronunciation, intonation, and word enunciation, Sandy offers valuable insights into areas for improvement. It provides 5 complete practice tests based on the *Linguaskill* Speaking exam, which is perfect practice for any English learner who wants to build confidence and improve their speaking.

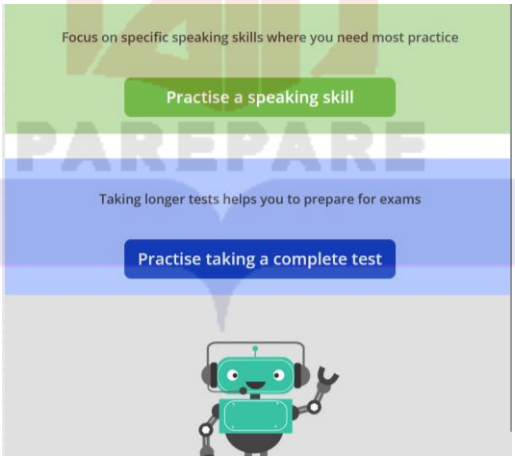
b. Features of Sandy AI




**Picture 2. 1. The General description of the website**

The website's front page general description about Sandy AI is that Speak & Improve is a research project from the University of Cambridge. By using it, you are helping us improve technology that will help English learners worldwide. Here are some features of Sandy AI

1) Sandy AI provides users with two main menu options, each tailored to enhance specific aspects of their language learning journey. The first option allows users to focus on practising and refining their speaking skills, offering interactive and engaging activities to improve pronunciation, fluency, and confidence in communication. The second option is designed for those who wish to simulate and prepare for a complete test, providing a full testing experience that mirrors real-world examination scenarios. Users can customize their learning experience according to their individual goals and preferences by selecting either of these menus.




**Picture 2. 2. The General description of the website**

Users will find a comprehensive selection of seven distinct submenus on the practice speaking skill menu, each designed to target specific aspects of speaking proficiency. These submenus are structured to offer a variety of

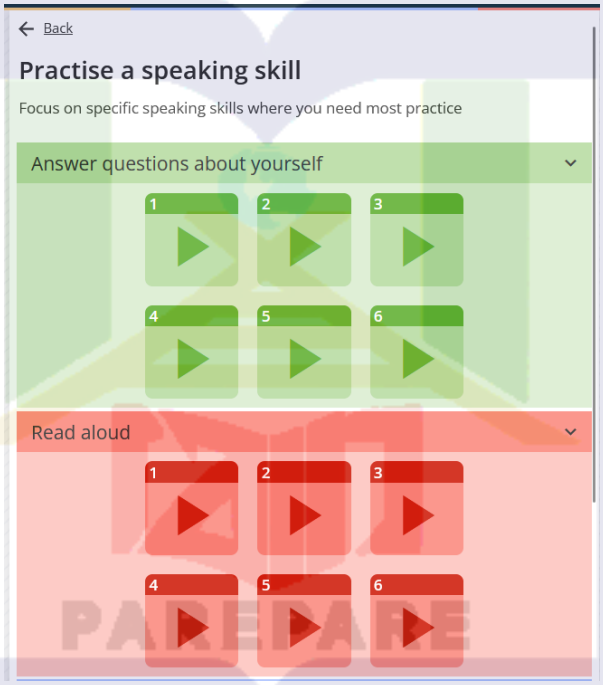
interactive activities and exercises to improve fluency, pronunciation, and conversational skills across different contexts. The seven submenus available include the following:

- Answer questions about yourself
- Read aloud
- Give your opinion
- Give a presentation about a graphic
- Give a presentation about something personal
- Give advice or make a recommendation
- Answer questions about a topic


**Picture 2. 3. Submenu on practise a speaking skill**

Each submenu is thoughtfully designed to provide a comprehensive practice experience and typically consists of five to six well-crafted questions.

These questions are carefully curated to target various aspects of the skill being practised, ensuring a balanced approach to learning. By engaging with these questions, users can explore different scenarios, improve their understanding of language nuances, and develop greater confidence in applying their skills. The range of five to six questions per submenu strikes a perfect balance between depth and manageability, making the practice sessions both effective and enjoyable.




**Picture 2. 4. Question in each submenu**

2) Answer the questions and receive an automatic grade in seconds.

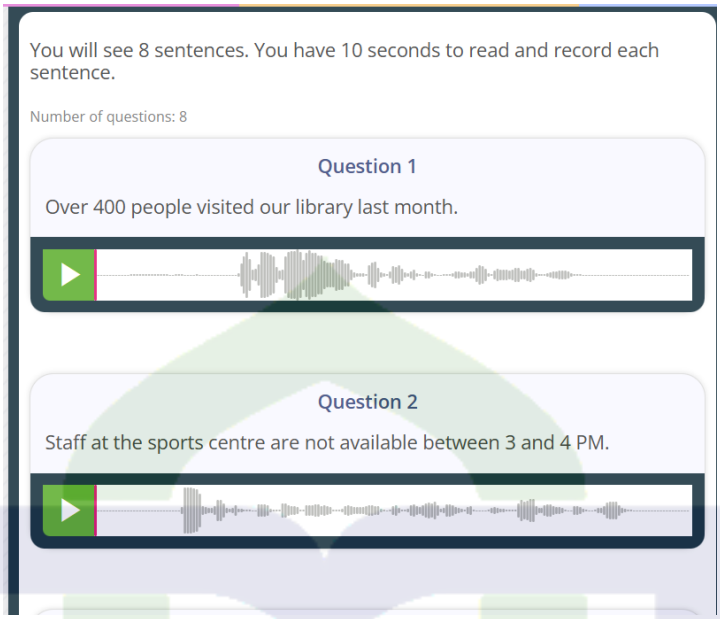
In each submenu, users are presented with questions designed to challenge and develop their skills in a specific area. After responding to each question, the system processes its input and provides an automatic grade within seconds. This immediate feedback mechanism ensures that users can quickly understand their performance and identify areas for improvement. The prompt grading system

enhances the learning experience by fostering a sense of accomplishment and allows users to track their progress in real-time. By receiving detailed and instant results, users are empowered to refine their skills continuously and strive for higher levels of mastery.


**Picture 2 1 Speaking level after answering the questions**

3) Listen to your answers and speak again to try to improve your grade.

After completing a question, users can listen to their recorded answers, allowing them to evaluate their performance and identify areas for improvement. This interactive feature encourages users to reflect on their responses, focusing on pronunciation, fluency, and accuracy. If users are unsatisfied with their initial attempt, they can speak again to refine their response and strive for a better grade. Reviewing and retrying provides a valuable learning opportunity, enabling users to build confidence, enhance their speaking skills, and progressively improve their performance through repeated practice.




**Picture 2. 5. Recorded Sound**

4) Create a profile so that we can save your progress and you can practise on any device.

Creating a personalized profile is essential in enhancing your learning experience, as it allows the system to save and track your progress over time. By establishing a profile, all your achievements, completed exercises, and areas for improvement are securely stored, enabling you to pick up right where you left off, no matter which device you are using. This feature provides unmatched flexibility and convenience, as you can seamlessly switch between devices, a smartphone, tablet, or computer, without losing access to your progress or learning history. Moreover, your profile is a central hub for customizing your practice sessions, setting goals, and monitoring your development, ensuring a consistent and tailored approach to mastering your skills.

5) Keep practising and improving!

Keep practising consistently and dedicating time to improving your speaking skills with Sandy AI! The platform is designed to help you refine your pronunciation, fluency, and confidence in speaking through interactive and engaging exercises. By regularly using Sandy AI, you reinforce your learning, identify areas for improvement, and develop stronger communication skills in a structured yet flexible way. With its features like instant feedback, personalized grading, and the option to revisit and refine your answers, Sandy AI becomes your reliable companion for mastering speaking skills. Remember, every practice session brings you one step closer to achieving fluency and confidence, making your speaking abilities a powerful tool for personal and professional growth. Keep up the effort, and let Sandy AI guide you toward success!

c. Grade on the Internationally-Recognised CEFR Scale

The Common European Framework of Reference for Languages (CEFR) is a globally recognized system designed to provide a standardized approach to assessing and describing language proficiency across multiple languages and contexts.[28] Developed to facilitate clear communication and consistency in language education, the CEFR is a practical tool for educators, learners, and language practitioners worldwide. Its primary goal is to define language levels coherently and systematically, fostering better teaching practices and assessment

[28] Good Practice, "Using the CEFR," no. October (2011), http://www.cambridgeenglish.org/images/126011-using-cefr-principles-of-good-practice.pdf.

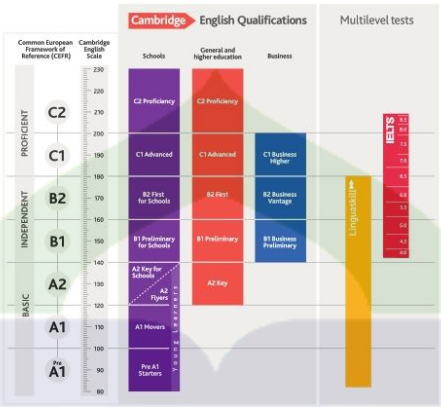
standards while promoting mutual understanding in diverse educational and cultural settings.

When you answer a question on Sandy AI, your speaking skills are evaluated and graded based on the CEFR scale, ensuring an accurate and objective measure of your proficiency. The CEFR framework categorizes language ability into six levels, ranging from basic (A1 and A2), intermediate (B1 and B2), and advanced (C1 and C2). This systematic grading provides valuable insights into your current proficiency and highlights specific areas for improvement.[29]

By aligning your progress with the CEFR scale, Sandy AI ensures that your speaking assessment adheres to an internationally recognized standard. This means your grades reflect your achievements and give you a clear benchmark for comparison in global contexts. Whether you aim to improve your fluency for personal, academic, or professional purposes, the CEFR-based grading helps you set precise goals, monitor your development, and achieve greater confidence in real-world communication.

[29] Azurawati Wok Zaki and Ramiaida Darmi, "CEFR: Education towards 21st Century of Learning. Why Matters?," *Journal of Social Science and Humanities*, 2021, https://api.semanticscholar.org/CorpusID:246420897.

The diagram below shows the Cambridge English exams on the CEFR scale.




**Picture 2. 6. Cambridge English exams on the CEFR scale**

Like many other frameworks designed to assess and describe skills, the Common European Framework of Reference for Languages (CEFR) incorporates two primary dimensions: vertical and horizontal. These dimensions work together to provide a comprehensive and nuanced understanding of language proficiency.

The vertical dimension of the CEFR represents the progression of language ability through its six defined levels, starting from the most basic level (A1) to the most advanced (C2). This dimension focuses on the learner's growth in terms of overall language mastery, illustrating how their skills improve as they move from foundational knowledge and simple communication to more complex and nuanced language use. It tracks the increasing ability to comprehend, produce, and interact using the language in various contexts, marking milestones along the learner's journey.

For example, a learner at the A1 level may only be able to engage in basic conversations using simple sentences. In contrast, a learner at the C2 level can

effortlessly understand and articulate intricate ideas in both spoken and written formats. This vertical progression allows educators and learners to measure advancements in proficiency, making it easier to set goals and evaluate long-term improvement. This is represented in the form of a set of common reference levels.[30]

**Table 2. 1 Measure advancements in proficiency**

| | | |
|---|---|---|
| Proficient User | C2 | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations. |
| | C1 | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices |
| Independent User | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where |

[30] Practice, "Using the CEFR."

| | | |
|---|---|---|
| | | the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions |
| Basic User | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| | A1 | A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

Here are examples of expression suggestions and offers that illustrate the language proficiency levels from A1 to C2, based on the Common European Framework of Reference for Languages (CEFR):

A1 (Beginner)

- Giving a suggestion:
  *"You can try this."*
  *"How about we go to the store?"*
  *"Maybe we can eat here."*
- Making an offer:
  *"I can help you."*
  *"Do you want some coffee?"*
  *"I'll carry it for you."*

At this level, the speaker can suggest simple actions or offer help, using basic vocabulary and simple structures.

A2 (Elementary)

- Giving a suggestion:
  *"You should take the bus."*
  *"Why don't we go for a walk?"*
  *"How about going to the movies?"*
- Making an offer:
  *"I can give you a ride."*
  *"Would you like me to help you with that?"*
  *"I'll help you if you want."*

At A2, speakers can make more structured offers or suggestions, using modal verbs like "should" and simple phrases to express willingness.

B1 (Intermediate)

- Giving a suggestion:
  *"I suggest we leave now to avoid the traffic."*
  *"Perhaps we should try a different approach."*
  *"Why don't we meet at the café later?"*
- Making an offer:
  *"Would you like me to help you with your homework?"*
  *"I can bring some food if you need it."*
  *"I could give you a hand with that."*

At B1, suggestions are more detailed, and the speaker can offer alternatives and reasons for their suggestions. Offers may include the phrase "Would you like" or "I can" to express willingness more clearly.

B2 (Upper Intermediate)

- Giving a suggestion:
  *"It might be a good idea to review the document before the meeting."*
  *"How about we consider this option for the next project?"*
  *"Perhaps it would be better if we discussed this issue later."*
- Making an offer:
  *"I'd be happy to help you with your presentation."*
  *"If you like, I can arrange a meeting for us."*
  *"Let me know if you need me to pick up anything."*

At B2, speakers can give well-thought-out suggestions and offer help in more complex ways, often using modals like "might," "could," and "would."

C1 (Advanced)

- Giving a suggestion:
  *"It might be more efficient to delegate some of the tasks to the team."*
  *"I'd recommend we revisit the proposal before making any decisions."*
  *"Why don't we explore this option further to see if it aligns with our goals?"*
- Making an offer:
  *"I'd be glad to assist you with the report if you need help."*
  *"If you think it would help, I can lead the project discussion next week."*
  *"Should you need any additional resources, feel free to ask."*

At C1, the suggestions and offers become more formal, nuanced, and strategically thought-out. The speaker can also propose more flexible solutions, using structures like "I'd recommend" or "It might be more efficient."

C2 (Proficient)

- Giving a suggestion:
  *"Considering the circumstances, it might be wise to take a step back and reassess the situation before moving forward."*
  *"I'd suggest we adopt a more proactive approach to mitigate potential risks."*
  *"In light of our discussion, perhaps we should consider a different strategy to ensure long-term success."*
- Making an offer:
  *"If it would be of any help, I'd be happy to take on the responsibility for this task."*
  *"I'm at your disposal should you require any further assistance."*
  *"If you think it would make a difference, I could help with organizing the event."*

At C2, suggestions and offers are highly sophisticated, incorporating formal and precise language. The speaker is capable of using advanced structures and conveying a sense of professionalism and nuanced understanding.

This shows how language evolves from simple, basic expressions at lower levels to more complex, nuanced suggestions and offers at higher levels. As proficiency advances, modals, conditional structures, and more formal language increase. In the Merdeka Curriculum in general English learning in Phases E and F (SMA/MA/Package C Program), English learning focuses on strengthening spoken and written language with the target CEFR B1.

d. Advantages and disadvantages of using Sandy AI

Here are some advantages of using Sandy AI:

1) Accessible and convenient:

   Sandy AI offers an easily accessible platform that allows users to practice English speaking from anywhere in the world, anytime, without needing a human tutor or language partner.

2) Real-Time feedback:

   Sandy AI provides instant, real-time feedback during conversations, enabling learners to quickly identify mistakes, strengths, and areas that need improvement. This fosters faster learning.

3) Engaging and interactive:

   By simulating a real conversation, Sandy AI creates an interactive learning experience. This engagement mimics natural language use, promoting a more effective and enjoyable practice session.

4) Personalized learning:

   Sandy AI adapts to the user's level of proficiency and learning speed. It tailors conversations to the learner's progress, ensuring the material stays relevant and appropriately challenging.

5) Eliminates language barriers:

   Users can practice English without needing a human language partner, making it an excellent tool for learners in remote areas or places with limited access to English speakers.

6) Cost-effective:

   Sandy AI is a free application, making it an accessible and cost-effective tool for learners who might not have the financial resources to pay for language lessons or private tutors. This allows users to practice without any financial burden.

7) Confidence building:

   Learners can practice speaking freely without fearing judgment or embarrassment, boosting their confidence in speaking English in real-world situations.

   Here are some of the disadvantages of Sandy AI:

1) Limited emotional understanding**:**

   While Sandy AI provides effective conversational practice, it may struggle to understand or replicate the nuances of human emotions, body language, and tone, which can limit the depth of interaction compared to a human language partner.

2) Potential lack of contextual learning**:**

   Although Sandy AI can simulate conversations, it may not always provide the same rich, context-based learning that a human tutor can offer. Certain idiomatic expressions or cultural contexts might be overlooked.

3) Dependence on technology**:**

   Learners may become overly reliant on Sandy AI for practice, which could hinder their ability to interact with native speakers or adapt to real-world language situations outside the AI environment.

4) Technology limitations**:**

   Technical issues, such as bugs, glitches, or connectivity problems, could disrupt the learning experience and lead to frustration or interruptions in practice.

5) Lack of human interaction**:**

   Although Sandy AI simulates conversation, it cannot fully replicate human interaction's dynamic and unpredictable nature, which is important for mastering language fluency and conversational skills in diverse social contexts.

6) Repetitive content**:**

   The AI may occasionally rely on repetitive patterns or dialogues, limiting the variety and complexity of conversation. If not regularly updated, this could make the learning experience feel less engaging over time.

7) Potential misunderstandings**:**

While AI systems have become more advanced, they may still misinterpret the user's input, leading to confusion or incorrect corrections, especially with complex sentence structures or ambiguous phrases.

8) Limitation of Menus and Submenus**:**

The application may have limited menus or submenus, restricting the ease with which users can navigate through various learning modules or customize their learning experience. This could make the app less intuitive, especially for beginners or those who seek a more personalized approach.

3. Defining Speaking Instructional Skills in English Language Teaching

a. Definition of Teacher Speaking Instruction Skills

Speaking instructional skill refers to an English teacher's capacity to design, deliver, and evaluate effective speaking lessons that enhance students' communicative competence. It involves more than linguistic proficiency; it includes the ability to model spoken language, guide learner interaction, scaffold fluency, and provide meaningful feedback. In current pedagogical contexts, this skill set is aligned with communicative approaches and CEFR-based descriptors, aiming to develop learners' fluency, accuracy, and confidence in real-time communication.[31]

[31] Jihye Jeon, "Exploring Mediation Competence and Awareness in Elementary Learners: A CEFR Basic User Level Analysis," *International Journal of Changes in Education*, 2024.

b. Key Components of Speaking Instructional Skill

1) Pronunciation Instruction

Effective instruction in speaking should start with a focus on enhancing learners' intelligibility instead of aiming for native-like pronunciation. This strategy involves both segmental aspects—such as individual phonemes—and suprasegmental elements, including stress, rhythm, and intonation, which are vital for fluent and understandable speech. Studies indicate that learners experience greater communication benefits when instruction emphasizes comprehensibility instead of merely reducing an accent.[32] In particular, explicit modeling, focused listening, and structured pronunciation practice have been shown to improve learners' capacity to communicate clearly and effectively in practical situations.[33] Consequently, pronunciation should be regarded not as a separate linguistic skill but as a crucial element of communicative competence, intentionally woven into the overall framework of speaking instruction.

2) Fluency Development

The ability to speak fluently is defined by the capacity to communicate smoothly, spontaneously, and with few interruptions. In educational environments, enhancing fluency goes beyond merely prompting students to talk. It necessitates intentional teaching strategies that alleviate cognitive strain and foster automatic language use. Educators can promote fluency by creating repetitive and scaffolded speaking exercises, utilizing methods such as timed conversations, dialogue

[32] Ashley Carrel, "Effective Strategies for Integrating Pronunciation Instruction with a Focus on Intelligibility and Comprehensibility for Adult ESL Students," 2023.

[33] Hari Prasad Tiwari, "Challenges in Teaching Pronunciation: Secondary Level English Teachers' Perspectives," *Journal of Linguistics and Language in Education* 17, no. 2 (2023): 1–29.

reconstruction, and role-playing to mimic real-life interactions.[34] These activities assist learners in internalizing language structures and building confidence in sustained speech. Additionally, fluency is connected to students' ability to quickly retrieve language chunks and handle interactional tasks, like turn-taking and meaning negotiation under time pressure. Consequently, speaking activities should be organized systematically from controlled practice to more open communicative exercises to ensure that students can gradually enhance their fluency while preserving accuracy and coherence.

3) Interactive Strategies

A critical aspect of effective speaking instruction is the encouragement of meaningful interaction. Interaction within the classroom aids in the development of communicative competence by involving learners in genuine language usage. This encompasses managing turn-taking, promoting requests for clarification, and assisting learners in negotiating meaning—all of which reflect the norms of real-world conversations.[35] In practice, educators can encourage such interaction through collaborative exercises like problem-solving activities, paired discussions, and organized debates, which push learners to share their views, respond spontaneously, and collaboratively construct meaning. These activities not only improve linguistic output but also empower students to take an active role in their learning process, transitioning from passive listeners to engaged participants. When

[34] Thuong Pham, "Student Language Production, Second Language Tasks, and Instructional Scaffolding in an English-Based Curriculum in Vietnam: Realities and Hopes" (2017).

[35] Michael J Courtney, *Tasks, Talk and Teaching: Task-Based Language Learning and the Negotiation of Meaning in Oral Interaction*, 2001.

designed thoughtfully, interactive speaking tasks foster greater autonomy, boost student motivation, and significantly enhance oral fluency and self-confidence.

4) Error Correction Techniques

Effective correction of oral errors is an essential component of speaking instruction, necessitating a careful balance between encouraging accuracy and sustaining communicative flow. Corrections should be presented in ways that are timely, relevant, and non-threatening, allowing learners to take advantage of them without inducing anxiety or diminishing their willingness to communicate.[36] Among the most recognized techniques are recasts, clarification requests, and elicitation, each providing learners with chances to identify gaps in their speech and reformulate their answers. These approaches are most effective when seamlessly woven into classroom interactions, enabling teachers to tackle language mistakes while maintaining fluency. The decision to employ immediate correction versus delayed feedback should be based on the objectives of the speaking activity—tasks focused on accuracy may require more direct intervention, whereas fluency-oriented activities benefit from reflective feedback after the task has been completed. By skillfully utilizing corrective strategies, teachers can support learner growth and create a nurturing environment for communicative risk-taking.

5) Functional Language and CEFR B1 Alignment

An important aspect of effective speaking instruction is the inclusion of functional language, particularly as it relates to globally recognized proficiency

[36] Nguyen Thi Thuy Dung, "Applying Error Correction Techniques for Students at Tan Trao University in English-Speaking Lessons," *International Journal of Education Humanities and Social Science* 7, no. 4 (2024).

standards like the Common European Framework of Reference for Languages (CEFR). At the B1 level, learners should be able to perform communicative tasks such as making suggestions, offering assistance, and responding suitably in familiar situations.[37] These tasks embody practical language skills that are pertinent to everyday exchanges and should therefore be incorporated into meaningful activities in the classroom. Teachers need to deliver instruction in context using phrases such as "Why don't you…?" or "Shall I assist you…?", ensuring that students can utilize these expressions in both structured and more open speaking tasks. Incorporating this functional language into role-plays, dialogues, and AI-facilitated simulations enhances communicative realism and aids learners in employing language with purpose. Additionally, by aligning their instruction with CEFR descriptors, teachers establish clearer learning objectives and assessment criteria, which contributes to a more targeted and effective language learning experience.

6) Technology and AI Integration

The integration of artificial intelligence (AI) into speaking instruction represents a significant advancement in modern language pedagogy. AI-powered tools such as Sandy AI, ChatGPT, and ELSA Speak provide learners with real-time pronunciation feedback, interactive conversation practice, and CEFR-aligned speaking prompts, thereby extending learning beyond traditional classroom boundaries. As Godwin-Jones argues, AI can function not merely as a tool, but as an intelligent "agent" in the language learning process, capable of offering

[37] Jan H Hulstijn et al., "Linguistic Competences of Learners of Dutch as a Second Language at the B1 and B2 Levels of Speaking Proficiency of the Common European Framework of Reference for Languages (CEFR)," *Language Testing* 29, no. 2 (2012): 203–21.

personalized and adaptive feedback that supports autonomous learning.[38] For teachers, the challenge lies in embedding AI meaningfully within lesson objectives—ensuring that it enhances, rather than replaces, pedagogical interactions. The effectiveness of AI is influenced by the guidance of teachers and the alignment of instruction, necessitating those educators thoughtfully assess the application of these tools in connection with students' needs and course objectives.[39] When thoughtfully applied, AI technologies can amplify the effectiveness of speaking instruction by creating immersive, low-pressure environments that promote experimentation, repetition, and self-monitoring—key ingredients for spoken language development.

7) Reflective Teaching Practice

Revised teaching reflection is fundamental for ongoing professional growth in language education. By engaging in reflection, educators can thoroughly analyze their instructional decisions, evaluate student feedback, and make evidence-based changes to enhance future teaching iterations. As noted by Farrell, reflective practice prompts teachers to challenge their beliefs, investigate the reasoning behind their teaching strategies, and commit to continuous learning based on classroom data.[40] This practice is particularly crucial in speaking instruction, where spontaneous interactions, student emotions, and task performance are fluid and

[38] Robert Godwin-Jones, "Distributed Agency in Second Language Learning and Teaching through Generative AI," *ArXiv Preprint ArXiv:2403.20216*, 2024.

[39] Lijia Chen, Pingping Chen, and Zhijian Lin, "Artificial Intelligence in Education: A Review," *IEEE Access* 8 (2020): 75264–78, https://doi.org/10.1109/ACCESS.2020.2988510.

[40] Thomas S C Farrell and Jessica Ives, "Exploring Teacher Beliefs and Classroom Practices through Reflective Practice: A Case Study," *Language Teaching Research* 19, no. 5 (2015): 594–610.

often unpredictable. Additionally, Burns emphasizes the importance of action research as a systematic approach to reflection, allowing educators to methodically address classroom issues and implement specific innovations.[41] In environments where technology and AI tools are integrated, reflective practice ensures that educators not only embrace new approaches but also critically assess their effectiveness and modify them to meet learners' needs. When incorporated into daily teaching practices, reflective practice fosters an adaptive, student-focused pedagogy that progresses alongside both student development and technological advancements.

c. Models of Speaking Instruction

1) Directive Model

The communicative model of language instruction underscores the significance of direct interaction and authentic communication as the principal mechanisms for enhancing speaking competencies. Grounded in the communicative approach, this model redirects emphasis from rote memorization and grammatical exercises to pragmatic language application within meaningful contexts. It promotes learner engagement in dialogues replicating real-world scenarios, thereby facilitating the development of fluency, precision, and self-assurance in oral communication. In contrast to conventional methodologies, the

[41] Anne Burns, "Action Research in the Field of Second Language Teaching and Learning," in *Handbook of Research in Second Language Teaching and Learning* (Routledge, 2011), 237–53.

communicative model accentuates language acquisition's dynamic and interactive dimensions.[42]

One significant aspect of structured speaking instruction is using instructional tools that enhance student engagement and interaction. Priyanka and Selamat highlight the importance of suitable instructional tools in the learning process, noting that they enable students to interact with language in meaningful ways, thereby developing their speaking skills alongside other competencies such as listening and writing.[43] Such adaptations are crucial in providing structured practice opportunities for effective speaking instruction.[44]

The significance of explicit instruction in speaking is highlighted by Zhang et al., who emphasize the value of metacognitive strategies in improving learners' performance in speaking tasks. Their studies reveal that recognizing task difficulty and utilizing effective strategies can significantly enhance learners' speaking skills.[45] Similarly, Juspaningsih's findings underscore the importance of systematically incorporating diverse speaking exercises into the learning process to support EFL learners in developing their speaking abilities. When carefully

[42] Septian Hanung Dwi Atmoko and Paulus Kuswandono, "The Roles of English Teacher Forum (MGMP) in Indonesia Towards the Teacher Professional Development," *Journal of English Language Teaching and Linguistics* 6, no. 1 (2021): 125, https://doi.org/10.21462/jeltl.v6i1.501.

[43] Luh M Priyanka and I N Selamat, "Preview-Review Bilingual Instructional Tools Development With Discovery Learning Model Setting to Enhancing Student's Conceptual Understanding and Speaking Ability," *Jpi (Jurnal Pendidikan Indonesia)* 10, no. 3 (2021): 525, https://doi.org/10.23887/jpi-undiksha.v10i3.32029.

[44] Emine DEMİRÖZ, "Teaching Speaking Skills Through a Multiperspective Approach," *Trakya Üniversitesi Sosyal Bilimler Dergisi* 25, no. Özel Sayı (2023): 107–18, https://doi.org/10.26468/trakyasobed.1246802.

[45] Weiwei Zhang, Donglan Zhang, and Lawrence J Zhang, "Metacognitive Instruction for Sustainable Learning: Learners' Perceptions of Task Difficulty and Use of Metacognitive Strategies in Completing Integrated Speaking Tasks," *Sustainability* 13, no. 11 (2021): 6275, https://doi.org/10.3390/su13116275.

structured, these exercises offer students essential opportunities to build their speaking competence.[46] The directive model integrates task-oriented methods that emphasize practical speaking scenarios. This organized strategy not only supports language learning but also builds confidence in speaking, helping to alleviate the anxiety that often accompanies learning a new language. They can better prepare for real-life interactions by engaging learners in realistic conversations. Furthermore, this approach encourages peer collaboration and communication, enhancing the overall learning experience.

In summary, the directive model for teaching speaking is defined by its organized and methodical approach, bolstered by a range of instructional techniques and resources. Combining explicit instruction, metacognitive techniques, and task-focused learning forms a holistic framework that improves students' speaking skills and equips them for proficient communication.

2) Communicative Model:

The communicative approach to teaching speaking focuses on direct engagement and genuine interaction, highlighting the significance of involving learners in actual language usage. This approach is based on the tenets of Communicative Language Teaching (CLT), which emphasizes the importance of communicative competence rather than simply achieving grammatical correctness. Numerous studies support the efficacy of this method, demonstrating its effectiveness in improving speaking abilities through meaningful communication.

[46] Juspaningsih Juspaningsih, "One-on-One Learning Method in Solving English Speaking Problems: A Study on Efl Learners," *International Journal of Research on English Teaching and Applied Linguistics* 4, no. 1 (2023): 34–43, https://doi.org/10.30863/ijretal.v4i1.5009.

A fundamental principle of the communicative model is its emphasis on real-world communication situations. Abrejo et al. highlight that language should be perceived as a means of communication rather than merely a mental exercise, promoting teaching strategies that develop communicative competence.[47] This viewpoint is supported by Pratiwi, who asserts that using a communicative approach in language teaching greatly enhances students' speaking skills by aligning instructional methods with their language learning potential.[48] Communicative Language Teaching (CLT) encourages the use of the target language in genuine situations, which aids in developing speaking skills and enhances overall language learning.

Furthermore, genuine language input is essential in the communicative model. Language resources can enhance speaking abilities as students interact with language that mirrors actual usage. Speaking is an essential communicative skill, and successful teaching should emphasize strategies that encourage active participation and interaction between learners. Incorporating authentic resources and practical contexts helps enhance skills and boosts learners' motivation and confidence in language use.

Beyond authentic input, the communicative model highlights the importance of creating a supportive learning environment that promotes interaction.

[47] Barira Abrejo, Shabana Sartaj, and Sadia Memon, "English Language Teaching Through Communicative Approach: A Qualitative Study of Public Sector Colleges of Hyderabad, Sindh," *Advances in Language and Literary Studies* 10, no. 5 (2019): 43, https://doi.org/10.7575/aiac.alls.v.10n.5p.43.

[48] Siti H Pratiwi, "Module Development Based on Communicative Approach to Indonesian Language Learning to Improve Speaking Skills of Elementary School Students," *Pedagogik Journal of Islamic Elementary School*, 2023, 163–76, https://doi.org/10.24256/pijies.v6i2.4291.

Engaging learners in communicative activities enables them to practice and apply language in diverse contexts, enhancing their communicative competence. Addressing the challenges and perceptions associated with communicative language teaching, the model emphasizes the need for teachers to establish an environment that facilitates meaningful communication. Active participation in speaking activities is crucial in building learners' fluency and confidence, critical elements of effective communication.

In conclusion, the communicative approach to speaking instruction centers on facilitating direct interaction and natural communication. This approach effectively strengthens learners' speaking abilities by emphasizing authentic language use, creating a supportive learning atmosphere, and focusing on real-world communication contexts. Combining these elements is vital for cultivating communicative competence, a key component of successful language learning.

d. Factors Affecting Speaking Skills

1) Linguistic Skills:

Key linguistic elements such as grammar, vocabulary, and pronunciation deeply influence the mastery of speaking skills in a second language (L2). Linguistic competence provides the essential framework for effective speech by integrating the knowledge and skills learners must deploy spontaneously in real-world communication contexts. Studies emphasize the importance of grammar and vocabulary as foundational to achieving fluency and accuracy in speaking.[49] For

[49] Olga Lobanova et al., "Exploring the Relationship Between English Speaking Skills and the Learning Environment," *World Journal on Educational Technology Current Issues* 14, no. 6 (2022): 1886–1900, https://doi.org/10.18844/wjet.v14i6.8361.

instance, effectively applying language structures through consistent practice is critical for spontaneous speech production.

Linguistic awareness also plays a vital role in enabling learners to recognize and address deficiencies in their speaking abilities. Self-regulated learning strategies have been shown to enhance learners' reflection on their use of pronunciation, grammar, and vocabulary, thereby facilitating targeted improvement. This process is vital for overcoming common linguistic barriers, such as limited vocabulary and pronunciation difficulties, which can significantly hinder communication among non-native speakers.[50]

Beyond linguistic factors, psychological dimensions are equally crucial in shaping speaking skills. Learners' emotional states—such as anxiety, fear of errors, and lack of confidence—can undermine their ability to communicate effectively. Research indicates that psychological barriers often outweigh linguistic challenges, with emotional factors heavily influencing speaking performance.[51] Addressing these psychological dimensions is essential to fostering learners' ability to perform confidently in L2 contexts.

In conclusion, developing proficiency in second-language speaking involves a dynamic interplay between linguistic competence, heightened awareness, and psychological resilience. To cultivate effective speaking skills, a

[50] Gauzen Suratullah, "Self-Regulated Learning in the Teaching of Speaking and Listening Skills Integrated With Self-Confidence and Linguistic Awareness: A Lesson Learned From a University in Turkey," *Journal of Language and Literature Studies* 3, no. 2 (2023), https://doi.org/10.36312/jolls.v3i2.1339.

[51] Amoah Seth and Joyce Yeboah, "The Speaking Difficulties of Chinese EFL Learners and Their Motivation Towards Speaking the English Language," *Journal of Language and Linguistic Studies* 17, no. 1 (2021): 56–69, https://doi.org/10.52462/jlls.4.

holistic approach that addresses these interrelated factors is necessary. This multifaceted perspective underscores the complexity of speaking proficiency and highlights the need for tailored educational strategies that integrate linguistic enhancement with psychological support.

2) Cognitive Skills

The development of speaking skills is closely linked to social skills, which facilitate effective interaction and communication in diverse contexts. These skills enable verbal and nonverbal exchanges, essential for successful engagement, especially in collaborative educational environments. Cooperative learning settings are particularly significant for fostering foundational social abilities that support advanced communication later in life.[52]

Effective pedagogical strategies can simultaneously enhance speaking and social skills. Structured activities like oral presentations and collaborative tasks help students improve public speaking, logical expression, and peer interaction. Such approaches emphasize the role of interactive learning in developing both communication and social competence.[53]

Technology, especially social media, also plays a significant role in enhancing communication skills. Platforms like TikTok allow learners to practice speaking and engage with peers, improving oral proficiency and confidence. These

[52] Siti Nurjanah et al., "The Effect of Social Skill Training of Early Childhood Education During COVID-19 Pandemic," *Open Access Macedonian Journal of Medical Sciences* 10, no. G (2022): 607–12, https://doi.org/10.3889/oamjms.2022.9677.

[53] Muhammad F A Adam, "Identifying Language Learning Strategies Used by Mixed-Ability Year 6 Pupils in Enhancing Speaking Skills," *International Journal of Academic Research in Business and Social Sciences* 13, no. 7 (2023), https://doi.org/10.6007/ijarbss/v13-i7/17759.

digital tools reflect the growing relevance of technology in contemporary education.[54]

Experiential learning methods, such as role-playing and simulations, further support the development of speaking and social skills. By engaging in realistic scenarios, learners enhance their ability to communicate effectively and interpret social cues, fostering a deeper understanding of interpersonal interactions.[55]

In conclusion, the interplay between speaking and social skills is multifaceted, influenced by educational strategies, technology, and interactive activities. By leveraging these elements, educators can foster students' communicative competence, preparing them for diverse social and professional environments.

3) Social Skills.

The development of speaking skills is greatly affected by social skills, which involve the ability to engage and communicate effectively in different social situations. These skills are vital for facilitating communication, enabling individuals to interact with others verbally and nonverbally. Effective communication is crucial for successful interactions, especially in educational environments where collaboration and peer engagement are common.[56] For example, social skills are nurtured through interactions with peers and educators,

[54] Nailia R Salikhova et al., "Communication Tools and Social Media Usage: Assessing Self-Perceived Communication Competence," *Online Journal of Communication and Media Technologies* 13, no. 4 (2023): e202343, https://doi.org/10.30935/ojcmt/13453.

[55] Tipmontree Suchada and Tasanameelarp Asama, "The Effects of Role-Playing Simulation Activities on the Improvement of EFL Students' Business English Oral Communication," *The Journal of Asiatefl* 15, no. 3 (2018): 735–49, https://doi.org/10.18823/asiatefl.2018.15.3.11.735.

[56] Nurjanah et al., "The Effect of Social Skill Training of Early Childhood Education During COVID-19 Pandemic."

underscoring the importance of cooperative learning settings in early childhood education. This foundational development is essential as it sets the stage for more advanced communication abilities later.

Additionally, employing specific teaching methods can enhance both speaking and social skills. Suardika explains that oral presentation techniques in social studies can improve students' public speaking abilities, logical organization of ideas, and responsiveness to their peers.[57] This indicates that structured activities requiring students to present and engage can significantly strengthen their communication skills. Similarly, research on mixed-ability students shows that collaborative social strategies effectively enhance speaking skills, suggesting that group learning environments promote both speaking proficiency and overall social competence.

The impact of technology, especially social media, on communication skill development is also noteworthy. Studies reveal a positive link between social media use and improved communication skills, indicating that active participation on these platforms can enhance individuals' communication abilities. This is increasingly relevant in modern educational settings, where digital communication plays a significant role. Furthermore, platforms like TikTok offer students opportunities to practice speaking through social interactions, boosting their oral proficiency and confidence in language use.

[57] I K Suardika, "The Use of Oral Presentation Techniques to Improve Communication Skills in Social Studies Learning," *Ta Dib* 26, no. 2 (2023): 303, https://doi.org/10.31958/jt.v26i2.9023.

Moreover, role-playing and simulation activities have proven effective in developing both speaking and social skills. Engaging in role-play allows learners to participate in realistic scenarios, improving their ability to communicate effectively in various contexts. This hands-on learning approach enhances speaking skills and promotes social interaction and an understanding of social cues, which are essential for effective communication.

In summary, the relationship between speaking skills and social skills is complex and influenced by various factors. Effective teaching strategies, social interactions, and technology all play a role in improving individuals' abilities to communicate in social settings. Educators can significantly enhance students' overall communicative competence by nurturing these skills.

4) Problem-Based Learning in Teaching Speaking

Project-Based Learning (PBL) has gained recognition in Indonesia as an effective method for improving English speaking skills in EFL contexts. Studies suggest that PBL fosters greater student engagement and autonomy, allowing learners to manage their practice time, which is essential for enhancing speaking proficiency. This method enhances fluency and empowers students to control their learning, ultimately resulting in improved speaking skills. The ability of PBL to create meaningful learning experiences has been well-documented. PBL promotes active student participation, making learning more engaging and interactive.[58] Additionally, using real-world tasks in PBL helps students

[58] Lalu Mathlaul Anwar, A. Wahab Jufri, and Lalu Muhaimi, "Application of Madrasah Based Management in Improving the Quality of Aliyah Madrasah Education," *International Journal of Multicultural and Multireligious Understanding* 6, no. 5 (2019): 257, https://doi.org/10.18415/ijmmu.v6i5.1086.

contextualize their learning, crucial for reducing anxiety and enhancing motivation in speaking English.

Empirical evidence also supports the effectiveness of PBL in improving students' speaking skills. For example, significant gains in speaking ability among students taught through PBL compared to traditional methods. Furthermore, studies incorporating modern tools, such as vlogging, have shown that PBL enhances speaking proficiency and develops digital literacy, an increasingly important skill in today's education.[59]

Collaboration, a key component of PBL, is particularly beneficial in Indonesian education. The collaborative nature of PBL encourages peer learning and group problem-solving, essential for developing communication and critical thinking skills.[60] These competencies align with the demands of 21st-century education.

In conclusion, implementing PBL in teaching speaking skills in Indonesia has yielded positive results. It improves fluency, fosters autonomy, enhances engagement, and promotes student collaboration. This evidence solidifies PBL as a valuable instructional approach for addressing the unique challenges of English language learning in Indonesia.

[59] Wienda F Nugroho and Mirjam Anugerahwati, "Project-Based Learning: Enhancing EFL Students' Speaking Skill Through Vlog," *Jurnal Pendidikan Teori Penelitian Dan Pengembangan* 4, no. 8 (2019): 1077, https://doi.org/10.17977/jptpp.v4i8.12679.

[60] Nurvia Silviana and Fauzi Miftakh, "Activating Students' Cognitive Perspective Using Problem Based Learning in Efl Speaking Class," *Journal of Applied Studies in Language* 5, no. 1 (2021): 147–55, https://doi.org/10.31940/jasl.v5i1.2382.

e. Challenges and Solutions in Teaching Speaking

a) Challenges in Teaching Speaking

The challenges in teaching speaking in Indonesia are multifaceted, primarily stemming from inadequate teacher training, administrative burdens on educators, and insufficient technology integration in the classroom. Each of these elements significantly impacts the effectiveness of English language instruction, particularly in speaking skills, which are crucial for student success in a globalized world.

Firstly, teachers' lack of professional development is a significant barrier to effective English language instruction. Research indicates that many English as a Foreign Language (EFL) teachers in Indonesia exhibit low competence and quality, directly affecting their teaching performance and the learning outcomes of their students.[61] The professional development programs that do exist often fail to meet the needs of teachers, as they are not sufficiently tailored to address the specific challenges faced in the classroom.[62] Additionally, the government's commitment to enhancing teacher training has been inconsistent, leading to many teachers being underprepared for the demands of modern education.[63] This lack of preparation is particularly detrimental in teaching speaking skills, which require

[61] Suwartono Suwartono and Putu K Nitiasih, "ProDev Participation and Teaching Performance: A Case Study of Two Urban School EFL Teachers in Indonesia," *Universal Journal of Educational Research* 8, no. 7 (2020): 3230–35, https://doi.org/10.13189/ujer.2020.080752.

[62] Hasan Tanang and Baharin Abu, "Teacher Professionalism and Professional Development Practices in South Sulawesi, Indonesia," *Journal of Curriculum and Teaching* 3, no. 2 (2014), https://doi.org/10.5430/jct.v3n2p25.

[63] Orde K Saragih, "Professional Development System of Elementary School English Teachers in Indonesia," *Jurnal Mutiara Pendidikan Indonesia* 3, no. 1 (2018): 1–22, https://doi.org/10.51544/mutiarapendidik.v3i1.394.

language proficiency and pedagogical strategies that foster student engagement and interaction.

Moreover, administrative roles, such as principals, often divert educators from their teaching responsibilities. As principals take on more administrative duties, they may become less involved in direct teaching, which can diminish their understanding of classroom dynamics and the specific needs of their teachers.[64] This disconnect can lead to a lack of support for teachers trying to implement effective speaking instruction, as administrators may not be fully aware of their teachers' challenges in the classroom.

Integrating technology in teaching is another critical area in which Indonesia faces challenges. Despite the potential benefits of technology in enhancing language learning, many Indonesian educators struggle to incorporate digital tools effectively into their teaching practices.[65] Barriers such as inadequate organizational support and a lack of training in using technology for educational purposes hinder the adoption of innovative teaching methods that could improve speaking skills.[66] Moreover, although certain areas in Indonesia have adopted technology in education, others are falling behind, resulting in uneven levels of English language teaching quality throughout the nation. The influence of popular culture, such as Korean media, has shown that students are open to technology-

[64] Dwi Sulisworo, Rahmad Nasir, and Ika Maryani, "Identification of Teachers' Problems in Indonesia on Facing Global Community," *International Journal of Research Studies in Education* 6, no. 2 (2016), https://doi.org/10.5861/ijrse.2016.1519.

[65] Meika K P Rahayu, "Barriers to Use E-Learning Platform in Indonesia Higher Education: Factors Related to People and Organization," 2019, https://doi.org/10.2991/icoi-19.2019.83.

[66] Rosmaladewi Rosmaladewi and Amirullah Abduh, "The Impact of Information Technology on Efl Teaching in Indonesia," *Elt Worldwide Journal of English Language Teaching* 6, no. 1 (2019): 21, https://doi.org/10.26858/eltww.v6i1.9802.

based learning; however, educators need to be equipped with the skills to leverage these tools effectively.

In conclusion, addressing the challenges in teaching speaking in Indonesia requires a comprehensive approach that includes enhancing teacher training, reducing administrative burdens, and promoting the effective use of technology in the classroom. By focusing on these areas, Indonesian educators can improve their teaching practices and, consequently, the speaking skills of their students.

b) Solutions and Approaches to Overcoming Challenges

To address the challenges in teaching speaking in Indonesia, effective solutions that focus on enhancing teacher training, reducing administrative burdens, and integrating technology into the curriculum are essential. Each area requires targeted strategies to improve the quality of English language instruction, particularly in speaking skills.

One of the most critical solutions is to enhance teacher training programs to better equip educators with the necessary skills and methodologies for teaching speaking. Teacher training methods in Indonesia overlook critical pedagogy, which is crucial for enhancing teachers' skills in facilitating impactful speaking activities for students. By incorporating critical pedagogy into teacher training curricula, teachers can be better prepared to foster an inclusive and interactive learning environment.[67] Furthermore, blended training approaches that combine online and face-to-face learning can facilitate collaboration among teachers,

[67] Masnipal Marhun, "Contribution of Indonesia Cahaya Method to the Improvement of Early Childhood Teachers' Skills," *Integration of Education* 24, no. 2 (2020): 218–34, https://doi.org/10.15507/1991-9468.099.024.202002.218-234.

allowing them to share best practices and develop innovative teaching strategies. This collaborative model has enhanced teachers' professional development and improved their confidence in implementing new teaching methods.[68]

Reducing the administrative burdens on teachers, particularly those in leadership roles, is another vital step. Many principals in Indonesia are overwhelmed with administrative tasks, which detracts from their ability to support teachers effectively. Streamlining administrative processes and providing additional support staff can help principals focus more on instructional leadership than bureaucratic duties. This shift would enable them to engage more with teachers and provide guidance and resources for effective speaking instruction.[69] Cultivating a nurturing school environment that emphasizes education and learning rather than administrative duties can improve teachers' job satisfaction and enthusiasm.

Integrating technology into the curriculum is crucial for modernizing English language instruction and enhancing speaking skills. Despite the challenges posed by inadequate internet infrastructure in some regions, leveraging technology can provide innovative solutions for teaching speaking.[70] For instance, using online platforms for collaborative speaking exercises can help students practice their skills more engagingly. It is crucial to educate teachers to incorporate

[68] Bujang Rahman et al., "Teacher-Based Scaffolding as a Teacher Professional Development Program in Indonesia," *Australian Journal of Teacher Education* 40, no. 40 (2015), https://doi.org/10.14221/ajte.2015v40n11.4.

[69] Sulisworo, Nasir, and Maryani, "Identification of Teachers' Problems in Indonesia on Facing Global Community."

[70] Stevani L Tarigan, Safryadin Safryadin, and Dedi Sofyan, "Challenges Faced by English Teachers in Indragiri Hulu Regency in Teaching Speaking Through Online Platform," *English Franca Academic Journal of English Language and Education* 6, no. 1 (2022): 167, https://doi.org/10.29240/ef.v6i1.4106.

technology into their teaching methods effectively. Professional development initiatives should encompass training on digital resources that support engaging speaking exercises, including video conferencing and language learning applications. Moreover, promoting technology in teacher training can prepare educators to incorporate these tools into their classrooms, thereby enhancing student engagement and learning outcomes.

In conclusion, overcoming the challenges in teaching speaking in Indonesia requires a multifaceted approach that enhances teacher training, reduces administrative burdens, and effectively integrates technology into the curriculum. By focusing on these areas, Indonesian educators can improve their teaching practices and foster better speaking skills among their students.

4. MGMP Madrasah Aliyah under the Ministry of Religious Affairs in Soppeng Regency

   a. Overview of MGMP (Subject Teacher Working Group)

The Subject Teacher Working Group (MGMP), a professional forum dedicated to improving teachers' teaching abilities and successfully executing educational policies, supports Indonesia's Madrasah Aliyah (MA), an Islamic senior high school. Thanks to the MGMP, teachers can exchange creative methods and participate in frequent training sessions, which is essential for encouraging collaboration among educators. Teachers' ongoing professional development depends on this cooperative approach since it enables them to participate in reflective practices and adjust to the changing nature of education.

The MGMP's objectives are multifaceted. They focus on teachers' professional growth through structured programs that emphasize planning, organizing, and controlling educational activities. Effective management within educational institutions is critical for achieving goals by optimally utilizing human resources and other assets. Furthermore, the MGMP facilitates the sharing of best practices and innovative teaching strategies, which are vital for improving the quality of education in Madrasah Aliyah.[71] This collaborative environment enhances individual teacher competencies and contributes to the institution's overall educational standards.

Regarding professional development, the MGMP is a platform for teachers to collaborate and engage in continuous learning. Regular training sessions and workshops organized by the MGMP are instrumental in equipping teachers with the necessary skills and knowledge to implement modern educational practices effectively. For instance, research indicates that the leadership quality of school principals significantly impacts the professional development of teachers, as effective leadership fosters an environment conducive to learning and innovation.[72] Moreover, integrating character education and local cultural values into the curriculum emphasizes the importance of contextualizing educational practices to enhance student engagement and moral development.

[71] Dewi A Margaretha et al., "Independent Learning-Independent Campus Policy Innovation at State Aliyah Madrasas," *Nidhomul Haq Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2023): 1–13, https://doi.org/10.31538/ndh.v8i1.2942.

[72] Andi Warisno and Nur Hidayah, "Investigating Principals' Leadership to Develop Teachers' Professionalism at Madrasah," *Al-Tanzim Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2022): 603–16, https://doi.org/10.33650/al-tanzim.v6i2.3570.

The MGMP also aligns with broader educational initiatives such as the Minimum Essential Quality Requirements (MEQR) program, which aims to standardize and elevate the quality of education across Madrasah Aliyah in Indonesia. Implementing school-based management (SBM) within the MGMP framework encourages participatory decision-making, allowing schools to tailor their approaches to meet specific quality goals.[73] This model empowers educators and fosters a sense of ownership and accountability among all stakeholders involved in the educational process.

In conclusion, the MGMP serves as a vital mechanism for enhancing the professional development of teachers in Madrasah Aliyah across Indonesia. By providing a structured platform for collaboration, sharing innovative practices, and conducting regular training sessions, the MGMP contributes significantly to improving teaching quality and implementing educational policies. Integrating effective management practices and leadership within this framework further supports educational excellence, ensuring that Madrasah Aliyah can meet the challenges of contemporary education.

b. MGMP MA English Teacher under The Ministry of Religious affair of Soppeng Regency

The Madrasah Education Quality Reform (MEQR) initiative, particularly about Continuous Professional Development (CPD) for English teachers, is a key priority under Indonesia's Ministry of Religion. Its main goal is to improve the

[73] Sumaryanti Sumaryanti and Nurtanio A Purwanto, "Achieving the Quality of Education Through the Application of Eight National Education Standards Using School-Based Management," *Al-Ishlah Jurnal Pendidikan* 15, no. 1 (2023): 135–46, https://doi.org/10.35445/alishlah.v15i1.1652.

quality of education in madrasahs, focusing on professional development programs that enhance teachers' pedagogical skills and subject expertise.

A key component of the MEQR is the creation of Professional Learning Communities (PLC) for English teachers in madrasahs. As noted by Fadlilah, the government has provided significant support for these communities, primarily through competitive Block Grants aimed at promoting CPD activities.[74] These funds enable teachers to participate in collaborative learning opportunities, enhancing their teaching practices and student outcomes in English language education. The study indicates that teachers have responded positively to these CPD efforts, demonstrating a strong commitment to professional development supported by government initiatives.

The CPD programs follow an "IN-ON-IN" model, which includes initial training, classroom implementation, and subsequent reflection and refinement of teaching strategies. This model has proven effective in promoting ongoing professional growth among English teachers in madrasahs. The results show that such structured CPD empowers teachers and creates a collaborative environment for sharing best practices and mutual support in professional development.

Additionally, the role of community engagement through Musyawarah Guru Mata Pelajaran (MGMP) is pivotal. MGMP provides a platform for teachers to collaborate, exchange resources, and engage in professional discussions, all essential for fostering a culture of continuous improvement in teaching. The

[74] Sayyidatul Fadlilah et al., "Pengembangan Keprofesian Guru Bahasa Inggris Madrasah Melalui Professional Learning Community," *Prosiding Seminar Nasional Pascasarjana Universitas Negeri Semarang*, 2021, 162–68, http://pps.unnes.ac.id/prodi/prosiding-pascasarjana-unnes/.

positive response from teachers to the CPD initiatives highlights the importance of institutional support and community participation in elevating the quality of education in madrasahs.

In conclusion, the MEQR's emphasis on CPD for English teachers is crucial to enhancing madrasah education. With government backing, well-structured professional learning communities, and collaborative engagement among teachers, the initiative seeks to establish a sustainable framework for ongoing teacher development, benefiting both students and the broader educational system in Indonesia.

## C. *Conceptual Framework for the Research*

This framework will visually and conceptually organize the main components of the study, focusing on integrating AI technology (Sandy AI) to improve speaking instruction skills among English teachers.

1. Independent Variable: Use of Sandy AI in Speaking Instruction
   - Sandy AI's role in providing real-time feedback (pronunciation, fluency, and intonation).
   - AI-driven simulation of conversational scenarios.
   - AI-supported practice tools that align with teachers' professional development.
2. Mediating Variables: MGMP Madrasah Aliyah Professional Development Program
   - Training sessions on integrating AI tools into language teaching.

- Collaborative practice and sharing of AI-based instructional techniques.
- Support and resources provided by the Ministry of Religious Affairs.

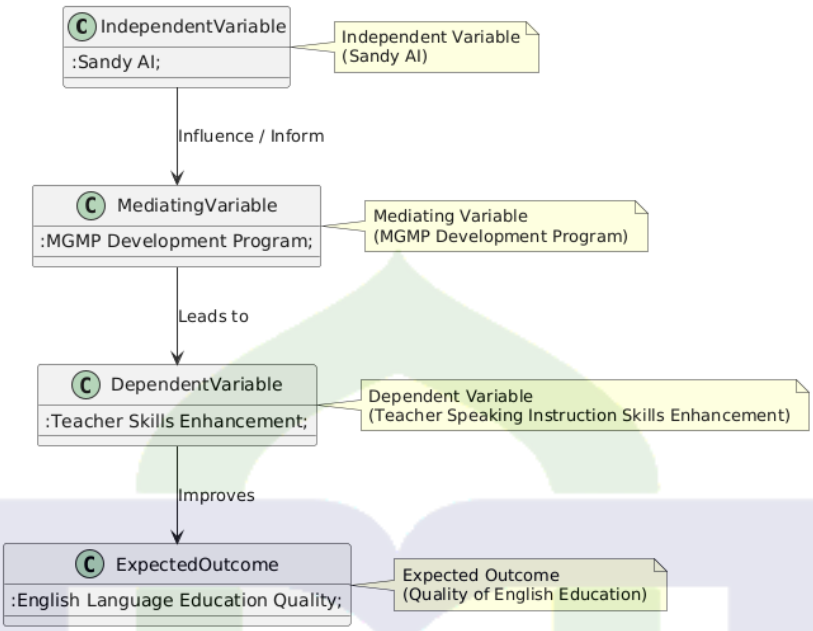
3. Dependent Variable: Enhanced English Language Teaching Skills (Focus on Speaking Instruction)

   Outcomes:

   - Improved teacher proficiency in spoken English.
   - Increased teacher confidence in using English during instruction.
   - Development of innovative speaking activities and methods for students.
   - Enhanced student engagement and performance in speaking skills.

4. Expected Outcomes and Impact:

   - Improved quality of English language instruction at Madrasah Aliyah.
   - A scalable model for AI-enhanced teaching in other regions.
   - Long-term professional growth and support for teachers in MGMP Madrasah Aliyah English teacher.




This framework connects AI (Sandy AI) in targeted teacher training (MGMP) with measurable improvements in teachers' speaking instructional skills, positively impacting student outcomes and instructional quality at Madrasah Aliyah in Soppeng Regency.

## D. *Action Hypothesis*

The following action hypotheses can be proposed:

1. The incorporation of Sandy AI in MGMP training sessions will significantly enhance English language teachers' speaking proficiency, with a particular focus on pronunciation, fluency, and confidence in classroom interactions.
2. Integrating Sandy AI into training programs will enhance teachers' ability to design and deliver engaging speaking activities, boosting student participation and improving their performance in speaking tasks.

These hypotheses aim to assess the impact of AI on both teacher development and instructional quality, with the expectation of measurable improvements in teacher skills, student engagement, and overall classroom outcomes.

# CHAPTER III

# METHODOLOGY OF THE RESEARCH

## A. *Research Design*

This research is a type of action research. Action research (AR) is a collaborative and iterative approach to research that aims to solve real-world issues through shared inquiry and reflection. It features a cyclical sequence of planning, acting, observing, and reflecting, enabling researchers and participants to partake in an ongoing learning process focused on enhancing practices and outcomes within a particular context.[75]

The essence of action research lies in its commitment to collaboration and empowerment. Participants, often co-researchers, are actively involved in all stages of the research process, from defining the research questions to analyzing the data and disseminating findings.[76] This cooperative approach not only improves the significance and usefulness of the research but also cultivates a feeling of involvement among participants, potentially resulting in more enduring changes in practice. Moreover, action research emphasizes critical reflection, encouraging participants to question assumptions and explore the social conditions that influence their practices.[77]

[75] Susan D Moch et al., "Use of Action Research in Nursing Education," *Nursing Research and Practice* 2016 (2016): 1–9, https://doi.org/10.1155/2016/8749167.

[76] Kira Oberschmidt et al., "Best Practices and Lessons Learned for Action Research in EHealth Design and Implementation: Literature Review (Preprint)," 2021, https://doi.org/10.2196/preprints.31795.

[77] Thomas Abel and Richard Benkert, "Critical Health Literacy: Reflection and Action for Health," *Health Promotion International* 37, no. 4 (2022), https://doi.org/10.1093/heapro/daac114.

In addition to its participatory framework, action research is distinguished by its focus on practical outcomes and participant involvement. Its primary aim is not only to generate knowledge but also to foster change that benefits the participants.[78] This is achieved by applying diverse methods and strategies tailored to the specific context, providing flexibility in addressing various challenges. Additionally, the iterative action research process ensures that insights from one cycle guide the next, fostering ongoing improvement.

### B. *Research Setting*

This research was conducted from January 20 to March 30, 2025, at MAN 1 Soppeng, the center of MGMP Madarasah Aliyah activities at the Ministry of Religion of Soppeng Regency.

### C. *Subject of the Research*

This research involved 10 English teachers who are members of the MGMP of Madrasah Aliyah under the Ministry of Religious Affairs in Soppeng Regency. These teachers were selected based on their active participation in MGMP activities and their willingness to be involved throughout the research cycles. They represented various Madrasahs across the region and contributed to the study by engaging in training, classroom implementation, and reflection activities related to the use of Sandy AI in speaking instruction.

[78] Olav Eikeland, "(Why) Does Ar Need to Intervene and Change Things?," *International Journal of Action Research*, no. 2-3/2018 (2019): 110–25, https://doi.org/10.3224/ijar.v14i2-3.03.

**Table 3. 1 List of MGMP members**

| No | NAME | MADRASAH |
|---|---|---|
| 1. | ERDAWATI,S.Pd,Gr | MAN 1 SOPPENG |
| 2. | ANDI EKA FEBRIANTI,S.Pd,Gr | MAN 1 SOPPENG |
| 3. | SITTI FATIMAH,S.Pd | MAN 2 SOPPENG |
| 4. | NURSIANG,S.Pd | MAS DDI PATTOJO |
| 5. | IRMAYANTI,S.Pd | MAS DDI CITTA |
| 6. | MURSIDA,S.Pd | MAS PERGIS GANRA |
| 7. | SURYA DITA, S.Hum | MAS PP YASRIB LAPAJUNG |
| 8. | KURNIA, S.Pd.,M.Pd | MA DARUSSHALIHIN BERRU |
| 9. | Dra. SUARNI KADIR | MAN 1 SOPPENG |
| 10. | JUMRIANA,S.Pd | MAS PP YASRIB LAPAJUNG |

This study's sample consisted of 10 teachers who were willing to be observed during the activity. The observer who helped the researcher is Syarif Mansyur,S.Pd., M.Pd. He is the Province Facilitator and the chairman of MGMP.

## D. *The Procedure of the Study*

This study employed the Classroom Action Research (CAR) method using a two-cycle model developed by Kemmis and McTaggart (1988), which includes the stages of Planning, Action (Implementation), Observation, and Reflection.[79]

[79] Aam Amaningsih Jumhur and others, 'Implementation of Problem-Based Learning to Improve Critical Thinking Ability of Vocational Students in Jakarta', *European Journal of Education and Pedagogy*, 5.5 SE-Articles (2024), 16–24.

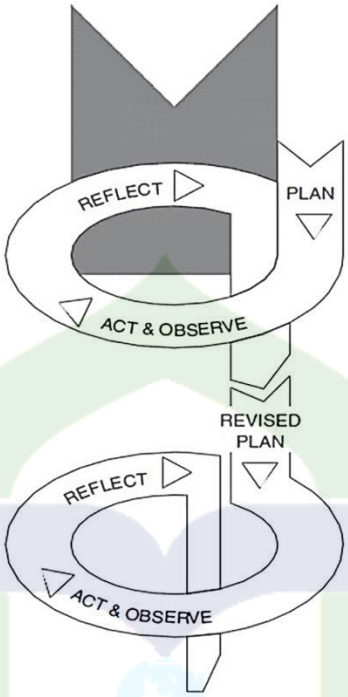



**Figure 3. 1 Kurt Lewin's Action Research Design**

The following steps detail the procedures undertaken in this research.

1. Preliminary Study and Problem Identification

   Before the cycles began, the researcher conducted:

   a. A needs analysis and initial observation during MGMP sessions at Madrasah Aliyah institutions.

   b. Problems in teaching speaking skills, specifically in the use of technology and the lack of explicit instruction on CEFR-based expressions (suggestions and offers).

   c. A baseline observation of ten English teachers was conducted using a simplified rubric.

After the preliminary study, the researcher began the research, which covered some phases: planning, acting, observing, and reflecting.

2. Cycle 1

a. Planning Phase

In the first cycle, the preliminary study results informed the planning phase, which identified weaknesses in teachers' speaking instruction, especially in explaining CEFR B1 expressions and using digital tools effectively. Based on this, the researcher collaborated with a pedagogical team to design a lesson plan using the Problem-Based Learning (PBL) model integrated with Sandy AI. Planning activities included (1) creating lesson plans centred on the topic "Giving Advice and Making Suggestions," (2) preparing interactive materials aligned with CEFR B1 descriptors, and (3) developing a user guide and training session to introduce Sandy AI to teachers. A baseline instrument to evaluate instructional performance was also established, with observation rubrics covering four domains: instructional clarity, use of Sandy AI, CEFR B1 explanation, and student engagement.

b. Acting Phase

In the acting phase, the researcher implemented the lesson plan in collaboration with the teacher participants. A practical training session was held to familiarize teachers with the functions of Sandy AI, particularly its speaking practice tool, AI-generated feedback, and CEFR-based task prompts. The teachers then conducted their speaking lessons in their respective classrooms, integrating Sandy AI as a key learning activity. The PBL framework was applied by presenting

a real-world speaking problem, guiding students to explore it collaboratively, and using Sandy AI for oral production practice.

c. Observing Phase

During implementation, observation was carried out by the researcher and collaborator to gather data on how effectively the plan was executed. Observation tools assessed the extent to which teachers used Sandy AI, their ability to explain CEFR expressions, and how engaged students were during speaking activities. The data revealed that while most teachers could deliver basic speaking instruction, several struggled with integrating Sandy AI fluently and contextualizing CEFR expressions. Out of 10 participants, only 1 reached the "High Performer" category, while several remained at "Average" or "Below Average."

d. Reflecting Phase

Reflection involved reviewing the strengths and weaknesses observed in Cycle 1. It was found that although teachers showed motivation and openness to technology, their use of Sandy AI lacked consistency and confidence. Many also delivered CEFR expressions without authentic examples or proper scaffolding. As a result, revisions were planned for Cycle 2. The improvements would include targeted CEFR training, peer mentoring (assigning high performers as mentors), and a troubleshooting workshop for Sandy AI use. The reflection concluded that while the foundation was laid, further scaffolding was required to meet research objectives.

3. Cycle 2

a. Planning Phase

The planning phase for Cycle 2 responded directly to the challenges of Cycle 1. The revised plan emphasized structured support and capacity-building. Key activities included organizing CEFR expression workshops, assigning peer mentors (notably Mr. S.J. as a lead mentor), and running a technical clinic on Sandy AI. Updated lesson plans were prepared, emphasizing interactive student activities, AI-based feedback, and contextual examples. The observation rubric remained the same to ensure consistency in performance tracking, with the success threshold still set at ≥3.5 out of 5 across the domains.

b. Acting Phase

The actions in Cycle 2 involved a higher level of teacher engagement. Teachers, having gained prior exposure, now led more confident classroom implementations. Each lesson began with a contextual speaking challenge, followed by student collaboration and AI-mediated practice. Sandy AI was used to simulate dialogues, assess pronunciation, and offer real-time corrections. Teachers applied CEFR-based instruction with improved fluency, often embedding expressions in role-plays and problem-solving tasks that encouraged student autonomy and communication.

c. Observing Phase

Observations in Cycle 2 showed significant improvements. Most teachers effectively integrated Sandy AI, structured lessons more clearly, and fostered higher student participation. The observation data indicated that 90% of teachers

achieved scores of 3.5 or above. Teacher anxiety with technology had substantially decreased, and the delivery of CEFR B1 expressions improved clarity, authenticity, and instructional technique. The "High Performer" ratings increased, while "Below Average" scores were eliminated.

d. Reflecting Phase

Reflection in Cycle 2 confirmed that the interventions were successful. Teachers had developed both technological fluency and pedagogical confidence. The structured mentoring, CEFR workshops, and practical use of Sandy AI enabled sustainable instructional improvement. Student responses also indicated higher engagement and willingness to speak in class. Since the average performance had improved by 32% compared to Cycle 1, and most teachers met or exceeded the success indicators, the research concluded that the model was effective and did not require further cycles.

## E. *Research Instrument*

A research instrument is a series of pre-defined questions designed to collect information from individuals. It can be utilized in various formats, such as in-person or online, and serves as a tool within the broader context of survey methodology.[80] The instruments used in this research are as follows:

[80] Andrew W Phillips, "1. Proper Applications for Surveys as a Study Methodology.," *Western Journal of Emergency Medicine*, 2017, https://doi.org/10.5811/WESTJEM.2016.11.32000.

1. Module

The learning module utilized in this research is the Learning Unit (UP) Module 1, a foundational instructional material. This module focuses on Expressions Suggestions and Offers, aiming to enhance teacher' understanding and practical application of these linguistic elements in various contexts. The content is structured to provide learners with relevant examples and activities that promote interactive learning and critical thinking. The module was meticulously designed and developed by the Madrasah Aliyah Teacher PKB Learning Module Development Team, a specialized group committed to creating high-quality educational resources that align with the curriculum and pedagogical goals of Madrasah Aliyah institutions.

2. Observation Checklists

The observation checklist is a tool to directly monitor how teachers utilize Sandy AI in their speaking instruction and assess its impact on teaching practices. A structured checklist focuses on specific behaviors and strategies associated with speaking instruction, such as the frequency of Sandy AI usage, teachers' ability to integrate AI recommendations, and student participation during AI-enhanced lessons. Observations are conducted before and after introducing Sandy AI, enabling evaluators to document changes in teaching methods and student engagement over time. This approach provides real-time data on the influence of Sandy AI in classrooms but also offers concrete evidence of skill enhancement among teachers.

The observation tool was created following the CIPP Evaluation Model put forth by Daniel L. Stufflebeam, highlighting the significance of assessing teaching and learning experiences through four essential dimensions: Context, Input, Process, and Product.[81] Specifically, the Process aspect acts as a basis for evaluating factors like instructional clarity, the incorporation of AI tools, and the teacher's capacity to handle technical difficulties during speaking instruction.

**Table 3. 2 Observation Instrument**

| Component | Criteria / Indicators | Observation Focus | Rating (1–5) | Comments |
|---|---|---|---|---|
| 1. Clarity of Instruction | Teacher states objectives clearly | Lesson goal at the beginning is clear | | |
| | Gives step-by-step guidance using Sandy AI | Organized, logical instruction sequence | | |
| 2. AI Tool Integration | Uses Sandy AI smoothly within the lesson | AI supports, not replaces, teaching | | |
| | Models AI-based pronunciation or speaking task | Shows examples before student use | | |
| | Monitors students' use of Sandy AI | Walks around, checks screens or responses | | |
| 3. Interaction & Feedback | Encourages students to repeat or try multiple responses using AI | Fluency and confidence practice | | |
| | Gives individual or group feedback (AI-assisted or direct) | Feedback is relevant and constructive | | |
| 4. Content Alignment (NEW) | Explains lesson content: expressions of suggestion and offer | Instruction focuses on functional language (e.g., "Shall we…?", "How about…?") | | |
| | Uses learning materials at CEFR level B1 appropriately | Vocabulary, grammar, and tasks match intermediate learners | | |
| 5. Technical Handling & Adaptation | Handles technical problems or confusion during AI use | Can troubleshoot, adapt, or switch strategy | | |

[81] Daniel L Stufflebeam and Chris L S Coryn, *Evaluation Theory, Models, and Applications* (John Wiley \& Sons, 2014).

| Scale | Description |
|---|---|
| 1 | Not Demonstrated |
| 2 | Rarely Demonstrated |
| 3 | Sometimes Demonstrated |
| 4 | Frequently Demonstrated |
| 5 | Consistently Demonstrated |

**F. *Data Collection Process***

Here are some data collection processes used in this research:

1. Observations

Observations serve as a critical method for gaining insights into the practical application of Sandy AI in the classroom setting. Researchers can assess its effectiveness, identify challenges, and understand the contextual factors influencing its use by directly witnessing how teachers integrate the AI tool into their instruction. This method is particularly valuable for capturing real-time interactions, instructional behaviors, and strategies that might not be fully revealed through surveys or interviews. Observations allow researchers to see how teachers adapt their teaching approaches when using Sandy AI and how students respond to these changes, providing a holistic picture of the tool's implementation.

Structured observation protocols should be developed to ensure that observations are systematic and yield meaningful data. These protocols should include clearly defined criteria focusing on specific aspects of the teaching process, such as the teacher’s use of Sandy AI features, the clarity of speaking instructions provided, the level of teacher-student interaction, and the overall class engagement. Researchers can maintain consistency across multiple observations and draw reliable comparisons by focusing on these targeted behaviours and strategies.

Classroom sessions should also be recorded to allow for detailed post-observation analysis. Video recordings provide a lasting record of the instructional practices and interactions, enabling researchers to revisit specific moments, clarify ambiguities, and conduct more in-depth evaluations. This approach also facilitates peer or expert review, enhancing the reliability and credibility of the findings. Furthermore, recording sessions allow flexibility in the analysis process, ensuring that no critical detail is overlooked. Combining structured protocols with detailed recordings makes the observation process a robust tool for understanding how Sandy AI is utilized and its impact on teaching practices.

2. Focus Group Discussions (FGDs)

Focus Group Discussions (FGDs) are a valuable qualitative method for delving into teachers' experiences, challenges, and suggestions after using Sandy AI. This approach provides a platform for participants to share their perspectives in a collaborative setting, fostering dynamic interactions and the exchange of ideas. FGDs can reveal deeper insights into the practical application of Sandy AI, highlighting both its benefits and areas for improvement. They also allow researchers to understand how contextual factors, such as institutional support or technological familiarity, influence teachers' experiences.

To maximize the effectiveness of FGDs, it is essential to structure them carefully. Groups should consist of 6–8 participants to ensure a manageable size that encourages active participation while allowing everyone the opportunity to contribute. This size balances obtaining diverse viewpoints and maintaining a cohesive discussion. Participants should be selected purposefully to include

teachers with varied experience and familiarity with AI tools, ensuring a broad range of perspectives.

A semi-structured discussion guide should be developed to steer the conversation while allowing for flexibility. This guide should include open-ended questions aligned with the research objectives, such as: "What specific features of Sandy AI did you find most useful?" or "What challenges did you face when integrating Sandy AI into your teaching practices?" Probing questions should be used to explore responses further and elicit detailed explanations.

During the FGDs, the moderator plays a crucial role in maintaining focus while encouraging open and respectful dialogue. Creating a comfortable environment where participants feel confident sharing their thoughts without fear of judgment is essential. The discussions should be audio or video recorded, with participant consent, to ensure an accurate and comprehensive data analysis. Transcriptions of the discussions can then be analyzed to identify recurring themes, unique insights, and actionable suggestions for improving the use of Sandy AI in teaching. By conducting FGDs, researchers can gain a nuanced understanding of teachers' experiences, providing valuable input for both theoretical and practical advancements.

3. Documentation

Effective documentation is essential to a rigorous research process. It ensures that all data collected during the study is organized, accessible, and secure. These practices facilitate accurate analysis and uphold ethical standards by protecting participant confidentiality and adhering to data protection regulations.

During observations, researchers should maintain detailed field notes that capture contextual information, key points, and non-verbal cues that might not be evident in recordings. These notes should be systematically organized and include timestamps, participant identifiers (anonymized), and a summary of the interactions. Field notes are invaluable for contextualizing findings, filling gaps in recorded data, and providing initial impressions that can guide further analysis.

Additionally, researchers should establish a clear file naming convention and directory structure to facilitate easy retrieval and version control. Regular backups should be scheduled to prevent data loss, with copies stored in separate, secure locations. Metadata, such as the date of collection and source details, should accompany all files to enhance traceability.

By maintaining thorough documentation and implementing robust record-keeping practices, researchers ensure the integrity of their study, safeguard participant data, and create a reliable foundation for analysis and reporting. These practices not only enhance the quality of the research but also contribute to its credibility and reproducibility.

## G. *Data Analysis Technique*

Analyzing data is a comprehensive process that involves examining each phase, starting from the preparation stage and progressing through the outcomes of the work or learning activities, to assess whether the steps taken align with the intended goals. The researcher employs a descriptive method to guide the analysis in this context. This approach typically involves three key stages: data reduction,

data display, and conclusion drawing or verification.[82] Similarly, in action research focused on learning activities, evaluation plays a crucial role in ensuring that all components of the learning process align with the predetermined objectives. Consequently, the data analysis process encompasses the following steps:

1. Data Reduction

Data reduction is the foundational step in data analysis, where raw data is systematically organized and simplified to make it more manageable and meaningful. This phase is crucial for distilling extensive information into a focused format that aligns with the research objectives. It involves selecting, categorizing, and transforming data while discarding irrelevant or redundant details. By refining the dataset, researchers ensure the analysis is efficient and targeted.

Data reduction begins with selection, where researchers identify and retain data most relevant to their study's goals. This ensures that the analysis remains focused on answering the research questions. The next step, categorization, involves grouping the data into meaningful themes or patterns, often using coding techniques to cluster related elements. This step simplifies the dataset, making it easier to identify trends and connections. Additionally, data may undergo simplification and transformation, where complex datasets are condensed through summarization or other methods, ensuring that only the most significant information is preserved without compromising its integrity.

[82] Esubalew Aman Mezmir, "Qualitative Data Analysis: An Overview of Data Reduction, Data Display, and Interpretation," *Research on Humanities and Social Sciences* 10, no. 21 (2020): 15–27.

The primary purpose of data reduction is to streamline complex datasets while retaining their essential features. By doing so, researchers can focus on relevant details without being overwhelmed by excessive or irrelevant information. This clarity is vital for subsequent stages, such as data display and conclusion drawing. Moreover, data reduction enhances the overall quality of the analysis by minimizing noise and allowing researchers to concentrate on key insights.

2. Data Display

Data display is an essential part of the data analysis process in action research, offering a structured and precise representation of findings. By converting raw or reduced data into visual formats, researchers can uncover patterns, relationships, and trends that might otherwise go unnoticed. This step is crucial in the iterative nature of action research, as it allows stakeholders to evaluate the impact of interventions and make data-driven adjustments. Furthermore, data display not only supports analysis but also fosters collaboration by presenting information in a format that is easy to understand and interpret.

In action research, standard methods for displaying data include tables, graphs, matrices, thematic networks, and narrative summaries. These approaches help researchers organize information effectively and provide a comprehensive view of the findings. For instance, graphs can illustrate trends, matrices can reveal relationships between variables, and thematic networks can visually represent qualitative insights. Combined with narrative summaries, these formats enhance clarity and contextual understanding, making the findings more actionable for stakeholders.

Effective data display strengthens the transparency and utility of research results, enabling shared understanding and collaborative decision-making among participants. It makes the findings accessible, promotes continuous reflection, and supports iterative improvements in practices and interventions. Ultimately, data display bridges analysis and practical application, driving meaningful and sustained change within the action research framework.

3. Concluding or Verification

In data analysis, conclusion and verification serve distinct but complementary purposes. A conclusion refers to the interpretative summary derived from analyzing the data. It synthesizes findings into actionable insights or answers the research questions. Conclusions are drawn by interpreting statistical outputs, identifying patterns, and contextualizing results against the study's objectives or hypotheses. For example, in regression analysis, the conclusion might indicate a significant relationship between variables, supported by metrics like p-values and confidence intervals.

Verification confirms the reliability and validity of the data, methods, and conclusions. It involves checking for errors, inconsistencies, or biases in data collection, pre-processing, and modelling. Techniques such as cross-validation, sensitivity analysis, or replication studies are used in verification to ensure that conclusions are robust and not coincidental. While conclusions summarize "what the data tells us, “Verification ensures" the data and methods are sound."

Both are integral to credible research: without robust conclusions, the analysis lacks direction and insight; without verification, the conclusions risk being

unreliable or misleading. An iterative approach, where conclusions are continually tested and refined through verification, strengthens the scientific rigor and applicability of the research.

# CHAPTER IV

# RESEARCH RESULTS AND DISCUSSION

## A. *Findings*

This section presents the findings from the implementation of two research cycles conducted to improve the speaking instructional skills of English language teachers through the utilization of Sandy AI in the MGMP Madrasah Aliyah under the Ministry of Religious Affairs in Soppeng Regency. After each cycle, the data were collected through observations, teacher performance evaluations, and reflection discussions. The findings are organized to show the progression of teacher competencies, the effectiveness of AI integration into instructional activities, and the practical implications of the training and peer learning processes. These findings are essential to assess the degree to which the targeted improvements in instructional clarity, AI-assisted pedagogy, and student engagement were achieved.

1. Cycle 1

   a. Planning phase

The planning phase serves as the foundation for effective intervention. During this phase, researchers collaborate to design the learning framework and training materials aligned with the study's objectives:

1) Preparation of Teaching Plans and Training Materials:

   Researchers designed comprehensive lesson plans and training modules integrating Sandy AI and the Problem-Based Learning (PBL) approach. The

materials emphasized speaking instruction aligned with CEFR level B1, specifically targeting expression types such as *suggestions and offers*.

2) Introductory Workshop on Sandy AI and PBL:

**(Day 1 of Training: Monday, March 03, 2025)**

Researchers facilitated a structured orientation for participating teachers on the first training day. This session introduced the conceptual and technical foundations of Sandy AI and the pedagogical rationale of the PBL method, ensuring that teachers had both theoretical and practical understanding.

3) Collaborative Module Development:

Teachers were then guided to develop teaching modules collaboratively using the PBL method while embedding Sandy AI features. These modules foster student-centred learning and promote speaking proficiency through AI-enhanced interaction.

4) Presentation of Group Work:

Each group presented their collaboratively developed lesson modules. This peer-sharing activity encouraged knowledge exchange, clarified instructional goals, and fostered a community of practice among the teachers.

5) Peer Teaching Simulation:

One representative from each group conducted peer teaching, where other participants acted as students. This micro-teaching session allowed real-time practice and feedback on AI integration, speaking instruction, and classroom management.

b. Acting Phase

1) Classroom Teaching

**(Day 2 of training Saturday, March 08, 2025 from 08.00 – 0)**

On the second day, teachers implemented their modules in classrooms with students. This served as the core implementation activity in the action research cycle, testing the practical viability of Sandy AI in enhancing speaking instruction within the MGMP Madrasah Aliyah context. Here is the step and the instruction used by the teacher:

a) Opening (5 minutes)

Teacher Instructions

- Greet students and take attendance.
- State learning objectives:

  "*Today, we will learn how to give advice and make a recommendation in English. You will use an AI-based platform called Sandy AI to practice speaking*."
- Activate prior knowledge: Ask students about their last experience giving advice.

  *"Before we begin today's activity, I want you to think about a time when someone asked for your advice. Maybe a friend asked you which movie to watch, what to wear to a party, or what to do in a difficult situation. Can you remember that moment?"*
- Display the cycling jacket comparison image and ask for quick observations.

*"Now, let's look at these two cycling jackets on the screen."*

- Explain the real-world context for speaking task.

*"Imagine this situation: Your friend wants to buy a cycling jacket. They've found two options online, but they can't decide which one to choose. So, they ask for your advice."*

b) Main Activities (35 minutes)

- Orienting Students to the Problem (5 minutes)

- Show product reviews of two jackets.

*"Your friend is asking for a recommendation. You will decide and justify your choice."*

- Ask probing questions about the comparison data.

*"Now let's take a closer look at comparing the two cycling jackets. Which jacket do you think is more suitable for rainy weather? Why?"*

- Organizing Students for Learning (5 minutes)

- Group students into pairs or small teams.

*"Work together to decide which jacket is better and prepare to explain why."*

- Distribute the worksheet or assign space for notes.

- Guiding Student Investigations (10 minutes)

- Provide useful phrases: 'If I were you...', 'You should...', 'I suggest...'

- Guide access to Sandy AI:

1. Go to https://speakandimprove.com

2. Click 'Sign In' → then 'Create Profile' or 'Sign in with Facebook'

3. Choose 'Practice a Speaking Skill'

4. Click 'Give advice or make a recommendation'

5. Select the first task (cycling jacket comparison)

*"Prepare a 1-minute response and submit it to Sandy AI. Review your feedback."*

- Developing Solutions (15 minutes)

- Students write and rehearse their response based on group discussion.
- Encourage CEFR B1 language use.
- Practice with Sandy AI, revise based on feedback.
- Teacher monitors and supports.

- Analyzing and Evaluating the Process (5 minutes)

- Students reflect on AI feedback and group discussion.
- Select a few students to present their recommendations.
- Use peer feedback to evaluate and comment.
- Ask students to reflect:

*"What was easy? What did Sandy AI help with?"*

c) Closing (5 minutes)

- Summarize key learning outcomes.
- Highlight useful expressions and structures.
- Assign optional homework:

*"Complete another Sandy AI task at home."*

- Thank students and close the session.

c. Observation Phase

During the observation phase, trained facilitators and researchers systematically monitored and documented teacher performance during classroom teaching. Facilitators and observers assessed how effectively teachers implemented their lesson plans, focusing on instructional clarity, integration of Sandy AI tools, using CEFR B1 expressions, and student engagement. An observation instrument ensured consistency and objectivity in evaluating teacher practices.

The observational data showed that most teachers were in the early adaptation stage of integrating Sandy AI. Their efforts to incorporate the tool into real-time speaking instruction were observable but not fully optimized. Only one teacher (Mrs. J.) demonstrated advanced proficiency and creativity in using Sandy AI to engage students effectively, explain CEFR B1-level expressions such as *suggestions and offers*, and facilitate meaningful interaction.

A number of common issues were recognized among these nine educators, including a lack of confidence in using Sandy AI on their own, a tendency to fall back on traditional teacher-centered approaches, and challenges in applying CEFR B1 expressions to communicative speaking activities. While most of the teachers made an effort to adhere to the planned teaching sequence, their interactions with students tended to be more directive than exploratory. This suggests a need for additional practical training and peer support to enhance AI integration and foster a more student-centered, communicative approach to teaching in the next cycle.

The remaining nine teachers performed at an average level, with varying degrees of success and hesitation in navigating the AI features and managing student interaction.

**Table 4. 1 Score Summary Table - Cycle Observation Result**

| No | Teacher Code | Instructional Clarity | Use of Sandy AI | Explanation of CEFR B1 Materials | Student Engagement | Total Score (Max 20) | Category |
|---|---|---|---|---|---|---|---|
| 1 | T-01 | 3 | 3 | 3 | 3 | 12 | Average |
| 2 | T-02 | 3 | 2 | 2 | 3 | 10 | Below Average |
| 3 | T-03 | 3 | 3 | 3 | 3 | 12 | Average |
| 4 | T-04 | 2 | 2 | 2 | 2 | 8 | Below Average |
| 5 | T-05 | 3 | 3 | 3 | 3 | 12 | Average |
| 6 | T-06 | 2 | 3 | 2 | 2 | 9 | Below Average |
| 7 | T-07 | 4 | 3 | 3 | 3 | 13 | Average |
| 8 | T-08 | 2 | 2 | 2 | 3 | 9 | Below Average |
| 9 | T-09 | 3 | 3 | 3 | 3 | 12 | Average |
| 10 | T-10 | 4 | 4 | 5 | 5 | 18 | High Performer |

Description and Interpretation of Results:

1) High Performer:

   Mrs. J. (T-10) was a role model in this cycle. He demonstrated intense instructional clarity and effectively integrated Sandy AI into the lesson. She successfully explained expressions aligned with CEFR B1, including *offering help* and *making suggestions*, and facilitated student-centred tasks using the AI platform.

2) Average Performers:

   The majority of participants (T-01, T-03, T-05, T-07, T-09) showed satisfactory performance. They could use Sandy AI during their lessons and

maintain a general instructional flow. However, their use of AI remained surface-level, and they struggled to apply B1 expressions contextually and clearly.

3) Below Average Performers:

Teachers T-02, T-04, T-06, and T-08 experienced noticeable challenges. Their lessons lacked clear objectives, showed minimal integration of AI tools, and included vague or incomplete explanations of B1 expression types. Some technical hesitations were also observed, which impacted student engagement and task completion.

The Cycle 1 observation highlights the potential and challenges of introducing AI-based tools like Sandy AI in English language instruction. While one teacher excelled in adapting to the innovation, most participants demonstrated only moderate proficiency, and a few required more extensive support. These findings were the foundation for designing targeted interventions in Cycle 2, focusing on capacity building, peer mentoring, and deeper integration of CEFR-based instructional content.

d. Reflection Phase

Reflection was conducted during the Focus Group Discussion (FGD) through observation analysis, facilitator notes, and participant feedback. This phase aimed to identify strengths, weaknesses, and necessary revisions to optimize instructional outcomes for the next cycle.

1. Strengths Identified in Cycle 1
    a. Most teachers successfully accessed and operated Sandy AI during instruction, indicating a basic technological readiness.
    b. Teachers demonstrated enthusiasm and openness to integrating technology into their speaking instruction, showing motivation to improve professionally.
    c. Several teachers began incorporating CEFR-aligned expressions, such as making suggestions and offering help, although not always with complete clarity.
    d. One high-performing teacher (Mrs. S.) emerged as a potential mentor figure, willing to assist peers.
2. Weaknesses Observed in Cycle 1
    a. Most teachers underutilize Sandy AI's interactive feedback tools, such as real-time pronunciation correction or dialogue simulations.
    b. Teachers struggled to provide practical and contextual explanations of expressions like "Would you like me to…?" or "Shall I help you…?", resulting in limited student comprehension.
    c. Lessons often remained teacher-centred. AI was used more as a demonstration tool than an interactive, student-led resource.
    d. Some teachers experienced nervousness when operating AI tools, leading to disjointed instruction and time loss.

3. Recommendations and Revisions for Cycle 2

To improve instructional effectiveness and teacher performance in the next cycle, the following revisions were planned:

a. Provide hands-on sessions specifically on explaining and practicing suggestions and offering expressions, using model dialogues and usage scenarios.
b. Introduce structured microteaching where teachers practice specific segments of a speaking lesson using Sandy AI, followed by feedback from facilitators and peers.
c. Assign high-performing teachers (like Mrs. S.) as mentors to support peers in planning lessons, rehearsing AI use, and troubleshooting.
d. Conduct technical simulations to boost teacher confidence in managing potential AI-related issues in real classroom settings.
e. Emphasize techniques that shift the lesson from teacher-centered to student-active learning using Sandy AI—e.g., pair speaking tasks, AI-based games, or challenge rounds.

2. Cycle 2

Cycle 2 was carried out with enhanced strategies, including targeted training, peer mentoring, and increased interactive use of Sandy AI. This phase addressed previously identified challenges and enhanced instructional quality and teacher competence.

a. Planning Phase

The planning stage for Cycle 2 focused on refining both the instructional content and the professional development process. Key actions included:

1) CEFR B1-Focused Training: Teachers received in-depth instruction on explaining and contextualizing expressions related to *"making suggestions"* and *"offering help"*, aligned with B1 proficiency descriptors.
2) Microteaching Practice Sessions: Teachers rehearsed lesson segments using Sandy AI with peer and facilitator feedback.
3) Mentorship Assignment: High-performing participants from Cycle 1 (e.g., Mrs. S.) mentored others, especially those who struggled technically or pedagogically.
4) Troubleshooting Simulation Workshop: Practical sessions on managing technical issues with AI tools were conducted.

b. Acting Phase

In this phase, all ten teachers implemented improved teaching modules in their real classrooms. Enhancements included:

1) Interactive Use of Sandy AI: Teachers used a variety of features such as AI-driven pronunciation assessment, simulated conversations, and real-time feedback.
2) Student-Centred Speaking Activities: Lessons now feature pair and group speaking tasks where students interact with Sandy AI, promoting active learning.

3) Use of CEFR-Based Materials: Teaching focused on target expressions such as “Would you like me to help you?”, with contextual role-plays and examples.

c. Observating Phase

The observation involved monitoring the application of Sandy AI, teacher explanation clarity, and student engagement. The following trends were recorded:

1) Improved Instructional Flow: Most teachers now structure their lessons more clearly, logically integrating Sandy AI.
2) More Confident AI Usage: Teachers showed reduced anxiety, smoother transitions, and fewer technical disruptions.
3) Better Expression Delivery: Teachers gave clearer examples of CEFR B1 expressions, often accompanied by real-life scenarios and interactive exercises.
4) Increased Student Engagement: Learners responded actively during AI-driven speaking tasks and were more confident in practicing expressions.

**Table 4. 2 Score Summary Table – Cycle 2 Observation Results**

| No | Teacher Code | Instructional Clarity | Use of Sandy AI | Explanation of CEFR B1 Materials | Student Engagement | Total Score (Max 20) | Category |
|---|---|---|---|---|---|---|---|
| 1 | T-01 | 4 | 4 | 4 | 4 | 16 | Good |
| 2 | T-02 | 3 | 4 | 3 | 4 | 14 | Good |
| 3 | T-03 | 4 | 5 | 4 | 5 | 18 | Very Good |
| 4 | T-04 | 3 | 3 | 3 | 3 | 12 | Average |
| 5 | T-05 | 4 | 3 | 4 | 4 | 15 | Good |
| 6 | T-06 | 3 | 4 | 4 | 3 | 14 | Good |
| 7 | T-07 | 4 | 4 | 3 | 4 | 15 | Good |
| 8 | T-08 | 3 | 3 | 3 | 3 | 12 | Average |
| 9 | T-09 | 4 | 4 | 4 | 4 | 16 | Good |
| 10 | T-10 | 5 | 5 | 5 | 5 | 20 | Excellent |

5) Scoring Legend:

5 = Excellent | 4 = Good | 3 = Fair | 2 = Poor | 1 = Very Poor

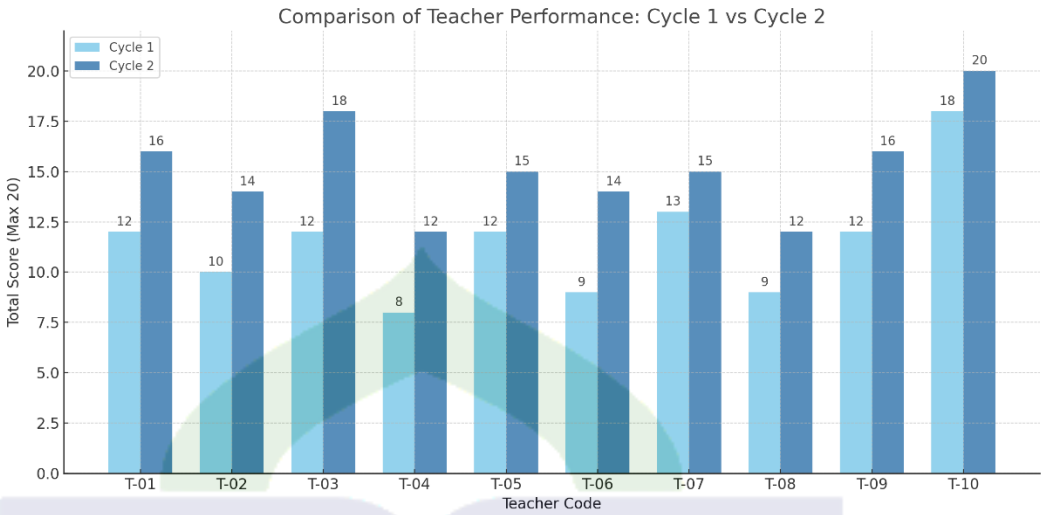
d. Reflecting phase

The second cycle demonstrated noticeable progress in both teaching quality and AI integration. Reflections identified the following:

Strengths:

1) Significant growth in AI fluency: Teachers were more confident and competent in applying Sandy AI to real teaching scenarios.
2) Improved instructional delivery: Lessons showed clearer structure, more coherent flow, and effective use of CEFR-aligned examples.
3) High student engagement: Learners responded positively to AI-enhanced interaction and showed more confidence in speaking English.

Based on the observation results from Cycle 2, the average score across all participating teachers reached 3.87 out of 5, indicating a strong overall performance. Notably, 90% of the teachers met or exceeded the success indicator threshold 3.5, demonstrating the effectiveness of the targeted interventions implemented after Cycle 1. Compared to the previous cycle, this reflects a 32% improvement in average instructional performance, highlighting substantial progress in integrating Sandy AI and delivering CEFR B1-aligned speaking instruction. These results confirm the success of the training model in enhancing teacher competence and student engagement.




This improvement is visually evident in the comparison diagram of Cycle 1 and Cycle 2 results. The bar chart shows consistent upward trends across nearly all teacher participants, with significant gains observed particularly among those who previously scored in the average or below-average range. For example, teachers T-02, T-04, and T-06, who struggled in Cycle 1, showed marked increases in their scores in Cycle 2, following focused interventions such as peer mentoring and CEFR-based training. This graphical representation supports the quantitative data by illustrating the clear impact of systematic support on instructional performance, reinforcing the reliability of the findings.

Cycle 2 showed that targeted professional development significantly enhances English language instruction when integrated with technology like Sandy AI. Teachers adopted the AI tool and matured in their pedagogical approaches, moving toward more communicative, learner-centred instruction. These results affirm the effectiveness of an iterative, supportive training model and position Sandy AI as a viable tool for teacher empowerment across similar MGMP contexts.

## B. *Discussion*

The findings of this action research study illuminate the transformative potential of integrating Sandy AI into the instructional practices of English language teachers within the MGMP Madrasah Aliyah in Soppeng Regency. The two cycles of intervention and observation revealed a clear trajectory of improvement in the teachers' ability to design and deliver speaking lessons that align with the communicative goals of the CEFR B1 level. The data collected through observations and teacher performance evaluations provide compelling evidence of the positive impact of this technological integration on pedagogical approaches.

In the initial cycle, while the participating teachers exhibited a foundational understanding of Sandy AI's functionalities, the practical application of the tool in their classrooms was somewhat limited. Many teachers encountered challenges leveraging the AI's interactive capabilities, particularly in providing nuanced feedback on pronunciation and effectively contextualizing CEFR B1 level expressions for their students. This initial phase mirrors everyday experiences in educational technology adoption, where educators often navigate a period of familiarization and adaptation before fully integrating new tools into their teaching repertoire.[83]

The subsequent interventions in Cycle 2, which incorporated targeted training sessions, peer mentoring initiatives, and increased opportunities for hands-

[83] Rinku Sk, "Adapting to The Future: Technology Integration in Teacher Education," in *Artificial Intelligence in Education*, 2024, 189.

on AI application, yielded significant advancements in the teachers' instructional proficiencies. The observations from this cycle indicated a marked increase in teacher confidence and competence in utilizing Sandy AI. This enhanced proficiency directly correlated with effective lesson delivery and increased student engagement during speaking activities. This progression underscores the critical role of sustained professional development and collaborative support in facilitating the successful integration of technology in educational contexts.[84]

Furthermore, the study's outcomes highlight the capacity of AI-driven tools like Sandy AI to cultivate more student-centred learning environments. By the second cycle, teachers were increasingly employing the AI to facilitate interactive speaking tasks, fostering greater student participation and bolstering their self-assurance in expressing themselves in English. This pedagogical shift aligns with contemporary language teaching methodologies prioritizing learner autonomy and meaningful communication as key drivers of language acquisition (Richards & Rodgers, 2014).[85]

The iterative nature of the action research design allowed for continuous refinement of the intervention strategies based on the observed challenges and successes. The transition from Cycle 1 to Cycle 2 demonstrates the effectiveness of a reflective and adaptive approach to professional development, particularly when introducing innovative technologies. The peer mentoring aspect, where more

[84] Benjamin J Fobert, "Empowering Educators: Practitioner-Directed Professional Development Approach for Technology Integration" (Saint Mary's College of California, 2024).

[85] Jack C Richards and Theodore S Rodgers, *Approaches and Methods in Language Teaching* (Cambridge university press, 2014).

proficient teachers supported their colleagues, also fostered a collaborative learning environment within the MGMP.

The quantitative data from the observation scores further corroborate the qualitative findings, showing a clear improvement in the average instructional performance of the teachers from Cycle 1 to Cycle 2. The increased scores across indicators such as instructional clarity, AI utilization, explanation of CEFR B1 materials, and student engagement underscore the efficacy of the implemented strategies in enhancing teaching quality.

This study's results support Rizqi Akbarani's claim that Artificial Intelligence (AI) is reshaping English Language Teaching (ELT) by facilitating personalized learning, prompt feedback, and engaging practice options. In this research, the use of Sandy AI in speaking instruction among MGMP Madrasah Aliyah teachers effectively aided in improving instructional clarity, CEFR-aligned expression delivery, and student involvement during speaking activities. Akbarani pointed out the effectiveness of commonly used AI tools like ChatGPT, Grammarly, and Quillbot in enhancing students' speaking and writing skills, a trend that aligns with this study's findings on how Sandy AI enabled teachers to scaffold and monitor student responses in real time. The positive results of Cycle 2, in which 90% of teachers achieved or surpassed instructional performance standards, highlight Akbarani's focus on the potential of AI when utilized with suitable pedagogical timing and methods. Additionally, this research aligns with his conclusion that the adoption of AI lightens teachers' burdens while enhancing the quality of instruction—particularly demonstrated by how Sandy AI helped

educators in modeling pronunciation, offering corrective feedback, and automating specific teaching tasks. Overall, this research builds on Akbarani's theoretical insights by applying them in a practical, classroom environment, showcasing that AI tools like Sandy AI not only benefit students but also empower teachers in their professional development.

In conclusion, the findings of this research strongly suggest that the strategic integration of AI tools like Sandy AI, coupled with focused professional development and a supportive community of practice, can significantly empower English language teachers to enhance their speaking instructional skills. The positive changes observed in teacher practices and student engagement highlight the potential of AI to serve as a valuable asset in the ongoing efforts to improve English language education within the MGMP Madrasah Aliyah context and potentially in similar educational settings.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. *Conclusion*

Sandy AI effectively enhanced English language teachers' speaking instructional skills in the MGMP community at Madrasah Aliyah in Soppeng Regency. Integrating Sandy AI into speaking instruction enabled teachers to improve their clarity in delivering B1-level communicative expressions, particularly in giving suggestions and offering help. This was supported by higher teacher performance scores in Cycle 2, where 90% of participants met or exceeded the success threshold. The increase in average instructional competence by 32% from Cycle 1 to Cycle 2 indicates that Sandy AI facilitated meaningful pedagogical development in speaking instruction.

Integrating Sandy AI within a structured teacher professional development framework significantly improved pronunciation instruction, AI-assisted teaching techniques, and learner engagement. Targeted training sessions, peer mentoring, and hands-on practice with AI tools enabled teachers to embed technology into their lessons effectively. The results demonstrate that when supported by collaborative and reflective training models, AI-based tools can transform teacher capacity in delivering interactive and student-centred speaking lessons, aligning with current best practices in 21st-century teacher education.

## B. *Suggestion*

Based on the outcomes of this research, the following suggestions are offered for teachers and future researchers interested in the integration of AI in English language instruction:

1. For Teachers:

   a. Maximize AI Tools for Instructional Support

   English teachers are encouraged to continue using Sandy AI as a supplementary tool for enhancing students' speaking proficiency. When used effectively, its features, such as pronunciation feedback, scenario-based dialogues, and CEFR-aligned tasks, can significantly support communicative language teaching.

   b. Design Learner-Centred Speaking Activities

   Teachers should focus on designing more interactive, student-centred speaking tasks that align with CEFR levels. Integrating AI activities into lessons allows for meaningful practice and immediate feedback, which helps students build confidence and fluency.

   c. Engage in Peer Collaboration

   Teachers are advised to engage in regular peer sharing sessions or micro-teaching forums to strengthen AI-assisted instruction further. Learning from colleagues proficient in AI integration can accelerate skill acquisition and inspire innovative teaching practices.

2. For Future Researchers:

   a. Expand the Scope of Research

   Future researchers are encouraged to replicate or expand upon this study in different educational contexts or with more participants. Doing so will help validate the findings and reveal more comprehensive insights into the impact of AI tools in teacher development.

   b. Investigate Long-Term Impact

   Longitudinal studies are recommended to examine how sustained use of AI platforms like Sandy AI affects teaching practices and student outcomes over time. Research could also explore how AI influences teacher motivation and instructional adaptability.

   c. Explore Comparative AI Tools

   To enrich the academic discussion, comparative studies on different AI speaking tools beyond Sandy AI may uncover diverse strategies and platforms most effective for language instruction at various proficiency levels.

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# APPENDICES

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**
**PASCASARJANA**
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-٥٢٤ /In.39/PPS.05/PP.00.9/01/2025 ١٥ Januari 2025
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. **Bapak Bupati Soppeng**
**Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu**

Di

Tempat

*Assalamu Alaikum Wr. Wb.*

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana IAIN Parepare tersebut di bawah ini :

| | | |
|---|---|---|
| Nama | : | GUNTUR BRATAMA |
| NIM | : | 2120203879102014 |
| Program Studi | : | Tadris Bahasa Inggris |
| Judul Tesis | : | **Utilizing Sandy AI to Enhance English Language Teachers' Speaking Instruction Skills in MGMP Madrasah Aliyah Under the Ministry of Religious in Soppeng Regency.** |

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan **Januari s/d Maret** Tahun **2025**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

*Assalamu Alaikum Wr. Wb.*

a.n. Direktur,

Dr. H. Islamul Haq, Lc.,M.A
NIP. 198403 201503 1 004

SRN CO0005658

**PEMERINTAH KABUPATEN SOPPENG**

**DINAS PENANAMAN MODAL, PELAYANAN TERPADU SATU PINTU, TENAGA KERJA DAN TRANSMIGRASI**

*JL. Salotungo No. 2 Tlp. 0484 - 21743 Watansoppeng 90812*

## IZIN PENELITIAN

**Nomor : 38/IP/DPMPTNT/II/2025**

DASAR 1. Surat Permohonan **GUNTUR BRATAMA. S.Pd.** Tanggal **13-02-2025**
2. Rekomendasi dari **KESBANGPOL**
Nomor **37/IP/REK-T.TEKNIS/KESBANGPOL/II/2025** Tanggal **31-01-2025**

**M E N G I Z I N K A N**

KEPADA
NAMA : **GUNTUR BRATAMA. S. Pd.**
UNIVERSITAS/ LEMBAGA : **IAIN PARE-PARE**
Jurusan : **PASCA SARJANA TADRIS BAHASA INGGRIS**
ALAMAT : **TANETE, KEL. MANORANG SALO, KEC. LALABATA**
UNTUK : melaksanakan Penelitian :

JUDUL PENELITIAN : **UTILIZING SANDY AI TO ENHANCE ENGLISH LANGUAGE TEACHERS' SPEAKING INSTRUCTIONAL SKILLS IN MGMP MADRASAH ALIYAH UNDER THE MINISTRY OF RELIGIOUS IN SOPPENG REGENCY**

LOKASI PENELITIAN : **MAN 1 SOPPENG**

JENIS PENELITIAN : **ACTION RESEARCH**

LAMA PENELITIAN : **20 Januari 2025 s.d 30 Maret 2025**

Izin Penelitian berlaku selama penelitian berlangsung dan dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Ditetapkan di : Watansoppeng
Pada Tanggal : **14 Februari 2025**
**An. BUPATI SOPPENG**
**KEPALA DINAS**

**ANDI DHAMRAH, S.Sos, M.M**
**Pangkat : PEMBINA UTAMA MUDA**
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Perihal : Undangan Peserta

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**Guru MGMP Bahasa Inggris**
di-
**Tempat**

***Assalamu 'alaikum wr. Wrb.***

Salam silaturrahmi kami sampaikan semoga Bapak/Ibu mendapatkan lindungan dari Allah SWT. sehingga tetap melaksanakan aktifitas sehari-hari. Aamiin

Dalam rangka pelaksanaan program kegiatan, Pokja MGMP Bahasa Inggris Madrasah Aliyah (MA) Kabupaten Soppeng akan menyelenggarakan kegiatan **"Musyawarah Guru Mata Pelajaran Bahasa Inggris Jenjang Madrasah Aliyah Program PKB Guru Tahun Anggaran 2025"** secara luring (Tatap Muka).

Sehubungan dengan hal tersebut dengan ini kami mohon dengan hormat kesediaan Bapak/Ibu/Saudara untuk bersedia mengikuti kegiatan tersebut pada;

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Demikian atas perhatian dan kerjasamanya diucapkan terima kasih.

***Wassalamu'alaikum Wr.Wb.***

Pengurus MGMP Bahasa Inggris Madrasah Aliyah (MA)
Kabupaten Soppeng

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|---|---|
| **Syarif Mansyur** | **Guntur Bratama** |
| NIP. 198006082005011003 | NIP.198612282019031006 |

Tembusan
1. Arsip

**Cycle 1 Observation Summary**

| No | Teacher Code | Instructional Clarity | Use of Sandy AI | Explanation of CEFR B1 Materials | Student Engagement | Total Score (Max 20) | Category |
|---|---|---|---|---|---|---|---|
| **1** | T-01 | 3 | 3 | 3 | 3 | 12 | Average |
| **2** | T-02 | 3 | 2 | 2 | 3 | 10 | Below Average |
| **3** | T-03 | 3 | 3 | 3 | 3 | 12 | Average |
| **4** | T-04 | 2 | 2 | 2 | 2 | 8 | Below Average |
| **5** | T-05 | 3 | 3 | 3 | 3 | 12 | Average |
| **6** | T-06 | 2 | 3 | 2 | 2 | 9 | Below Average |
| **7** | T-07 | 4 | 3 | 3 | 3 | 13 | Average |
| **8** | T-08 | 2 | 2 | 2 | 3 | 9 | Below Average |
| **9** | T-09 | 3 | 3 | 3 | 3 | 12 | Average |
| **10** | T-10 | 4 | 4 | 5 | 5 | 18 | High Performer |

◆ **Cycle 2 Observation Summary**

| No | Teacher Code | Instructional Clarity | Use of Sandy AI | Explanation of CEFR B1 Materials | Student Engagement | Total Score (Max 20) | Category |
|---|---|---|---|---|---|---|---|
| **1** | T-01 | 4 | 4 | 4 | 4 | 16 | Good |
| **2** | T-02 | 3 | 4 | 3 | 4 | 14 | Good |
| **3** | T-03 | 4 | 5 | 4 | 5 | 18 | Very Good |
| **4** | T-04 | 3 | 3 | 3 | 3 | 12 | Average |
| **5** | T-05 | 4 | 3 | 4 | 4 | 15 | Good |
| **6** | T-06 | 3 | 4 | 4 | 3 | 14 | Good |
| **7** | T-07 | 4 | 4 | 3 | 4 | 15 | Good |
| **8** | T-08 | 3 | 3 | 3 | 3 | 12 | Average |
| **9** | T-09 | 4 | 4 | 4 | 4 | 16 | Good |
| **10** | T-10 | 5 | 5 | 5 | 5 | 20 | Excellent |

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Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

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NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

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**Hj. Nurhamdah**

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Penulis : Guntur Bratama
Afiliasi : IAIN Parepare
Email : gunturbratama@gmail.com

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**MAGDAHALENA TJALLA**
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**Dr. Edi Wahyono, S.S., M.Hum.**

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| Alamat | : | Tanete RT/RW 001/002, Marioriawa, Kab. Soppeng, Sulawesi Selatan, 90852 |
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Agung Damarsasongko,SH.,MH.
NIP. 196912261994031001

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# Utilizing Sandy AI to Enhance English Language Teachers' Speaking Instructional Skills In MGMP Madrasah Aliyah Under The Ministry of Religious in Soppeng Regency

**Guntur Bratama**[1]
**Arqam**[2]
**Magdahalena Tjalla**[3]
**Zulfah**[4]
**Ambo Dalle**[5]
[12345]**Pascasarjana Institut Agama Islam Negeri Parepare, Indonesia**

[1]gunturbratama@gmail.com
[2]arqam@iainpare.ac.id
[3]magdahalenatjalla@iainpare.ac.id
[4]zulfah@iainpare.ac.id
[5]hambodalle@iainpare.ac.id

## Abstract

The integration of artificial intelligence (AI) in language education offers a promising pathway to enhance teacher competence, particularly in speaking instruction. Despite its potential, some English teachers in the MGMP (Musyawarah Guru Mata Pelajaran) Madrasah Aliyah under the Ministry of Religious Affairs in Soppeng Regency continue to face difficulties in effectively utilizing AI tools and delivering CEFR B1-level speaking materials, particularly expressions of suggestion and offering help. This study aimed to analyze the effectiveness of Sandy AI in improving teachers' speaking instructional skills and to explore the integration of AI within professional development programs. Employing a Classroom Action Research (CAR) design using the Kemmis and McTaggart model, the research was conducted over two cycles and involved ten English teachers. Each cycle followed the stages of planning, acting, observing, and reflecting. In Cycle 1,

teachers received initial training on Sandy AI and lesson development using the Problem-Based Learning (PBL) method. Following the first cycle, additional interventions were implemented in Cycle 2, including targeted CEFR B1 training, peer mentoring by high-performing teachers, and workshops on AI troubleshooting. Data collection was conducted through structured observation using a rubric that assessed instructional clarity, AI usage, CEFR explanation, and student engagement. The results demonstrated significant improvement in teacher performance, with a 32% increase in average scores and 90% of participants achieving the success criteria by Cycle 2. Teachers showed enhanced confidence, clearer instructional delivery, and more interactive use of Sandy AI in the classroom. The findings indicate that Sandy AI is an effective and practical tool to improve speaking instruction when supported by a structured, iterative professional development framework. This model is particularly applicable to religious-based educational contexts seeking to modernize language teaching through AI integration.

**Keywords:** *Sandy AI, Speaking Instructional Skill, and MGMP Madarash Aliyah English Teacher*

## Introduction

Proficiency in the English language—particularly speaking—has become a key skill in 21st-century education, especially in contexts where global communication and digital literacy intersect. In Indonesia, institutions such as Madrasah Aliyah are under

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increasing pressure to deliver quality English instruction. However, despite the structural and collaborative support available through Musyawarah Guru Mata Pelajaran (MGMP), many English teachers in Soppeng Regency continue to face pedagogical and technological barriers that hinder the effectiveness of speaking instruction. The ongoing reliance on traditional methods and minimal use of interactive or student-centered strategies results in low engagement and limited speaking practice among students.

Recent research has emphasized the transition from teacher-centered to student-centered approaches as critical for successful language learning (Richards, 2017). However, findings indicate that many classrooms in Indonesia still rely on lecture-based methods, limiting communicative interaction (Putri et al., 2020; Sariakin, 2022). Moreover, while the integration of ICT has been promoted, practical application among teachers remains limited, especially regarding Artificial Intelligence (AI). Scholars like Liaw and English (2023) and Godwin-Jones (2022) highlight the potential of AI-driven platforms to provide real-time feedback, personalize learning, and support CEFR-aligned instruction. Yet, empirical studies on using such AI tools in religious-based or rural school settings remain scarce.

While AI tools have been explored in the context of student learning, there is a notable gap in research examining how AI can directly support teachers' instructional development. Previous studies tend to overlook how AI tools like Sandy AI can be embedded into reflective teaching practices and professional development frameworks such as Classroom Action Research (CAR). This lack of research is particularly evident in the context of MGMP, where diverse teaching experiences and varying levels of digital literacy require tailored interventions that bridge theory and classroom practice.

This study aims to address that gap by investigating the integration of Sandy AI into the MGMP professional development model for English teachers in Madrasah Aliyah, Soppeng Regency. The research focuses on (1) analyzing the effectiveness of Sandy AI in improving teachers' speaking instruction and (2) evaluating how AI-based tools support professional development. By embedding AI use within a CAR framework that includes Problem-Based Learning and reflective teaching, this study offers a novel approach to empowering educators in under-resourced and religious-based schools with tools for CEFR-aligned speaking instruction.

## Method

This study employed a **Classroom Action Research (CAR)** design based on the Kemmis and McTaggart model, which includes four recursive stages: planning, acting, observing, and reflecting. This design was selected because it allows researchers and

teacher participants to collaboratively diagnose problems, implement solutions, and iteratively improve instructional practices. The approach was particularly appropriate for investigating how artificial intelligence tools like Sandy AI can be effectively integrated into speaking instruction through a professional development framework.

The **participants** in this study were ten English teachers affiliated with the Musyawarah

Guru Mata Pelajaran (MGMP) Madrasah Aliyah under the Ministry of Religious Affairs in Soppeng Regency, Indonesia. These teachers varied in educational backgrounds and years of teaching experience, providing a representative cross-section of the MGMP teaching population. They were selected through purposive sampling, as all were active participants in the MGMP forum and expressed willingness to engage in classroom-based innovation and reflection.

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**Data collection techniques** were designed to capture both instructional processes and outcomes. The primary instruments included structured observation sheets and performance scoring rubrics developed based on key indicators: instructional clarity, use of Sandy AI features, ability to explain CEFR B1 expressions (particularly giving suggestions and offering help), and student engagement during speaking tasks. Instrument validation was conducted through expert judgment to ensure content validity and clarity. Additional qualitative data were gathered through Focus Group Discussions (FGDs) at the end of each cycle to capture teacher reflections and challenges encountered.

For **data analysis**, a descriptive comparative approach was used. Scores from Cycle 1 and Cycle 2 observations were compared to evaluate improvements in instructional performance. Qualitative data from FGDs were thematically analyzed to support and contextualize quantitative findings. The design ensured that each cycle informed the next through reflection, leading to actionable revisions in instructional practice. This dual-focus methodology—quantitative scoring and qualitative reflection—ensured both measurement accuracy and depth of understanding, making the findings robust, replicable, and grounded in classroom realities.

## Findings

This section presents the results from two research cycles conducted to enhance the speaking instructional skills of English language teachers through the integration of Sandy AI within the MGMP Madrasah Aliyah under the Ministry of Religious Affairs in Soppeng Regency. Data were obtained through observations, teacher performance evaluations, and reflective discussions. The results are structured to show progression in instructional competencies, effectiveness of AI integration, and improvements in student engagement.

### Cycle 1

#### Planning Phase

During this phase, the research team and participating teachers engaged in the preparation of teaching materials and training design:

a. Comprehensive lesson plans and training modules incorporating Sandy AI and the Problem-Based Learning (PBL) approach were developed, targeting CEFR B1-level expressions (suggestions and offers).

b. An introductory workshop on Sandy AI and PBL was conducted to establish foundational knowledge (March 3, 2025).

c. Teachers collaboratively developed modules integrating PBL and Sandy AI.

d. Group presentations facilitated peer learning and clarification of instructional goals.

e. Peer-teaching simulations were conducted to practice AI-supported speaking lessons.

**Acting Phase**

Classroom implementation took place on March 8, 2025. Teachers conducted lessons using Sandy AI and followed structured speaking instruction aligned with CEFR B1. The teaching session consisted of:

a. Opening: Objectives, context-setting, and activating prior knowledge.

b. Main Activities: Problem orientation, collaborative exploration, interaction with Sandy AI, and peer feedback.

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c. Closing: Summary, language reinforcement, and optional homework using Sandy AI.

**Observation Phase**

Observers used standardized instruments to assess instructional clarity, AI usage, CEFR B1 expression delivery, and student engagement. Ten teachers were evaluated.

Table 1. Score Summary Table - Cycle 1 Observation Results

| No | Teacher | Instructional Clarity | Use of | Explanation of | Student Engagement | Total Score | Category |
|---|---|---|---|---|---|---|---|
| 1 | T-01 | 3 | 3 | 3 | 3 | 12 | Average |
| 2 | T-02 | 3 | 2 | 2 | 3 | 10 | Below |
| 3 | T-03 | 3 | 3 | 3 | 3 | 12 | Average |
| 4 | T-04 | 2 | 2 | 2 | 2 | 8 | Below |
| 5 | T-05 | 3 | 3 | 3 | 3 | 12 | Average |
| 6 | T-06 | 2 | 3 | 2 | 2 | 9 | Below |
| 7 | T-07 | 4 | 3 | 3 | 3 | 13 | Average |
| 8 | T-08 | 2 | 2 | 2 | 3 | 9 | Below |
| 9 | T-09 | 3 | 3 | 3 | 3 | 12 | Average |
| 10 | T-10 | 4 | 4 | 5 | 5 | 18 | High Perform |

**Reflection Phase**

Based on classroom observations and focus group discussions:

d. **Strengths**: Teachers showed technological readiness and enthusiasm. Some began integrating CEFR B1 expressions effectively. One high-performing teacher (T-10) emerged as a potential peer mentor.

e. **Weaknesses**: Underuse of AI feedback tools, lack of contextual expression usage, and teacher-centered tendencies persisted.

f. **Revisions** for Cycle 2 included targeted microteaching, peer mentoring, technical simulations, and student-centered methodology reinforcement.

**Cycle 2**

**Planning Phase**

Enhancements included:

g. In-depth CEFR B1-focused training.

h. Peer mentoring led by high performers from Cycle 1.

i. Troubleshooting workshops to improve technical fluency.

**Acting Phase**

Teachers applied revised modules with improvements:

j. Broader use of Sandy AI features.

k. Integration of pair/group activities.

l. CEFR B1-aligned instruction with contextualized scenarios.

**Observation Phase**

The observation recorded noticeable improvements:

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m. Teachers structured lessons more logically and fluently.
n. Technical issues were minimized.
o. Students were more engaged and confident.

Table 2. Score Summary Table – Cycle 2 Observation Results

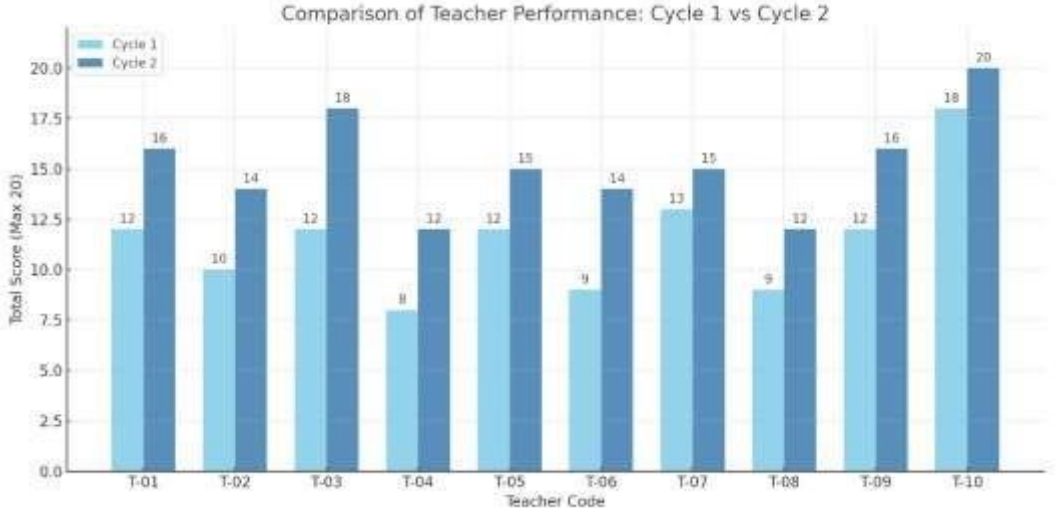
| No | Teacher Code | Instructional | Use of | Explanation of | Student Engagement | Total Score | Category |
|---|---|---|---|---|---|---|---|
| 1 | T-01 | 4 | 4 | 4 | 4 | 16 | Good |
| 2 | T-02 | 3 | 4 | 3 | 4 | 14 | Good |
| 3 | T-03 | 4 | 5 | 4 | 5 | 18 | Very Good |
| 4 | T-04 | 3 | 3 | 3 | 3 | 12 | Average |
| 5 | T-05 | 4 | 3 | 4 | 4 | 15 | Good |
| 6 | T-06 | 3 | 4 | 4 | 3 | 14 | Good |
| 7 | T-07 | 4 | 4 | 3 | 4 | 15 | Good |
| 8 | T-08 | 3 | 3 | 3 | 3 | 12 | Average |
| 9 | T-09 | 4 | 4 | 4 | 4 | 16 | Good |
| 10 | T-10 | 5 | 5 | 5 | 5 | 20 | Excellent |

**Reflecting Phase**

Teachers demonstrated substantial growth in instructional quality and technology integration:

p. The average score rose to 3.87 out of 5, with 90% of teachers surpassing the success indicator threshold of 3.5.
q. This reflects a 32% improvement from Cycle 1, confirming the effectiveness of the interventions.

These improvements are further illustrated in a comparative chart highlighting upward trends for all teachers, with notable progress among previous low scorers. Teachers T-02, T-04, and T-06 showed the most significant gains.



Cycle 2 confirms the effectiveness of targeted professional development and peer support strategies. The integration of Sandy AI significantly improved instructional practices and student speaking engagement, indicating its potential as a scalable model for other MGMP contexts.

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## Discussion

The findings from this classroom action research underscore the transformative potential of integrating Sandy AI into English language instruction within MGMP Madrasah Aliyah in Soppeng Regency. The two research cycles provided a structured platform to observe the progression of teachers' instructional skills, specifically in designing and delivering speaking lessons aligned with CEFR B1-level communicative competencies.

In Cycle 1, teachers showed foundational awareness of Sandy AI but encountered notable challenges in operationalizing its features effectively in the classroom. Many struggled to leverage the platform's interactive feedback mechanisms, particularly in areas such as pronunciation support and contextual application of CEFR B1 expressions. These early implementation issues are consistent with commonly reported barriers in educational technology integration, where initial stages are marked by technical uncertainty and pedagogical hesitation (Ertmer & Ottenbreit-Leftwich, 2010; Ghounane, 2021).

The structured interventions implemented in Cycle 2—comprising targeted training, peer mentoring, and increased opportunities for guided AI use—resulted in a significant improvement in instructional practice. Observation data demonstrated greater teacher confidence, enhanced clarity in instruction, and improved student engagement. These advancements affirm the role of sustained professional development and collaborative learning in facilitating meaningful technology adoption in educational settings (Desimone & Garet, 2015; Salehi & Salehi, 2020).

By the second cycle, Sandy AI had become a more integral component of instruction. Teachers utilized it to facilitate student-centered speaking tasks, creating an environment that promoted learner autonomy and interactive communication. This pedagogical shift aligns with contemporary language teaching approaches that emphasize communicative competence, authentic language use, and learner agency (Richards & Rodgers, 2014; Zhang & Liu, 2021).

The iterative nature of action research allowed for continuous reflection and refinement. Teacher feedback, observation results, and focused discussions contributed to a dynamic intervention model that adapted to the evolving needs of the participants. The peer mentoring mechanism was especially effective, enabling proficient teachers to guide their peers through both technical challenges and pedagogical application (Jalilifar & Hashemian, 2022).

Quantitative results further supported these developments. The average performance scores across key indicators—instructional clarity, AI integration, CEFR B1

explanation, and student engagement—rose by 32% from Cycle 1 to Cycle 2. By the end of the second cycle, 90% of participating teachers had met or exceeded the success benchmark, confirming the overall effectiveness of the training model and AI-supported methodology (Luo, 2023).

In conclusion, the findings strongly suggest that the integration of AI tools like Sandy AI, when supported by structured professional development and collaborative learning environments, can substantially enhance the instructional capabilities of English language teachers. The improvement in teacher performance and student participation observed in this study illustrates the potential of AI to enrich language education practices, particularly within the MGMP context and similar institutional settings. These results position Sandy AI as not only a technological innovation but also a pedagogical asset in efforts to modernize English language teaching (Hockly, 2018; Sari & Wahyudin, 2020).

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## Conclusion

This study concludes that the strategic integration of Sandy AI into speaking instruction significantly enhanced the instructional skills of English language teachers within the MGMP community at Madrasah Aliyah in Soppeng Regency. Teachers demonstrated marked improvement in delivering CEFR B1-aligned expressions, particularly in giving suggestions and offering help. Supported by a 32% increase in average instructional competence from Cycle 1 to Cycle 2, and with 90% of participants meeting or surpassing the success threshold, the intervention successfully advanced the professional teaching capacity within the target context.

The combination of Sandy AI and structured professional development—encompassing targeted training, peer mentoring, and hands-on classroom practice—resulted in substantial gains in lesson clarity, AI-assisted instruction, and student engagement. The findings provide empirical support for the use of AI tools in teacher training, reinforcing their value as part of a reflective and collaborative instructional model.

However, the study also acknowledges several limitations. First, the intervention was confined to a single regency and a specific cohort of teachers, limiting generalizability. Second, variations in digital literacy among participants may have influenced the pace and effectiveness of AI integration. Finally, the study focused primarily on speaking instruction and did not extend to other language skills.

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## DOCUMENTATION










# BIOGRAPHY OF THE WRITER

## Personal Information

| | |
|---|---|
| Name | : Guntur Bratama |
| SEX | : Man |
| Place, Date of birth | : Ujung Pandang, 28Desember 1986 |
| Alamat | : Tanete, Kel. Manorang Salo, Kec. Marioriawa, Kab. Soppeng Prop. Sulawesi Selatan |
| Phone | : 0852-9939-6354 |
| Email | : bratamaguntur@gmail.com |

**Education Background**

1. SDN Inpres Balaburu, 1998
2. SMPN 3 Bontonompo, 2001
3. SMAN 1 Bontonompo, 2004
4. D2 English Education STAIN Parepare Tahun 2006
5. S1 English Education STAIN Parepare Tahun 2010

**Work Experiences**

1. Teaching at MA Muhammadiyah Enrekang from 2006 to 2013
2. Teaching at MAN 2 Soppeng from 2013 to the present