

Adaptive Learning Technology in EFL Education at “Jago Bahasa English Course”

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ABSTRACT

This study investigates the efficacy of Adaptive Learning Technology (ALT) in enhancing English speaking skills within an online English language course at the “Jago Bahasa English Course.” The study analyses the experiences of instructors and students with ALT, focusing on its capability to tailor educational content to individual learner needs and provide real-time feedback, utilizing a qualitative research design. This research was conducted from March to May 2024. Data collection involved observations, interviews, and documentation of English instructors and students from an advanced-level program. The findings show that ALT enhances student engagement and motivation by providing interactive, gamified learning environments, catering to various learning preferences, and promoting self-directed learning. Moreover, technology’s flexibility allows continuous access to educational resources, accommodating various learning schedules. This research underscores the potential of ALT to transform EFL education by making it more personalized, accessible, and effective, paving the way for its broader application in diverse educational settings.

Keywords: Adaptive Learning Technology, EFL Education, english course

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INTRODUCTION

The rapid growth of Information and Communication Technology (ICT) has significantly impacted education, resulting in the adoption of Adaptive Learning Technologies (ALT) to enhance learning of English as a Foreign Language (EFL). ALT utilizes data analytics and algorithms to create personalized learning experiences,

enabling educators to cater to individual needs and provide real-time feedback (Pandian, 2011). These technologies have proven particularly useful in addressing the challenges EFL learners face, such as limited speaking practice, high levels of anxiety, and a lack of confidence (Warschauer, 2011). By offering tailored resources and interactive practice, ALT helps create a supportive environment for language acquisition.

This study focuses on how AI-driven ALT tools can enhance speaking skills, an area that remains underexplored compared to reading and listening proficiency (Zou & Thomas, 2020). Speaking requires spontaneous communication and immediate feedback, making teaching more challenging through traditional methods (Griffiths & Tajeddin, 2020). While some research has examined the function of technology in language learning, the specific impact of ALT on speaking instruction, particularly in online EFL courses, has not been sufficiently addressed. This study aims to fill this gap by investigating the role of AI-powered tools, such as automated feedback systems and speech recognition software, in enhancing speaking skills.

This qualitative study involved 5 instructors and 10 students from the Jago Bahasa English Course's advanced-level program, selected purposively based on their experience with ALT in speaking instruction. Data was collected between March and May 2024 through observations, interviews, and document analysis, focusing on how ALT impacts students' speaking performance. The instruments were designed following Communicative Language Teaching (CLT) principles, which emphasize interaction and learner engagement, particularly through immediate feedback and personalized learning paths.

The instruments were pilot-tested with 10 participants, and feedback from 5 experts guided revisions to ensure clarity and validity. This study employed triangulation by comparing information from interviews, observations, and documents to ensure data credibility. Member checking was carried out by presenting preliminary findings to participants to ensure their accuracy and validity. These methodological steps strengthen the reliability of the study's findings, ensuring that the collected data reflect participants' genuine experiences with ALT.

PROBLEM STATEMENT

Adaptive Learning Technologies (ALT) have proven effective for reading and listening skills, but their potential for improving speaking skills in EFL education is still underexplored. Speaking requires real-time feedback and interaction, which traditional methods often lack. This study explores how AI-powered ALT tools, like automated feedback and speech recognition, can enhance students' speaking skills, offering insights into more personalized and engaging learning experiences.

RESEARCH QUESTIONS

1. How does the use of AI-Driven Adaptive Learning Technologies enhance the process of teaching and learning speaking skills in an online EFL course?
2. What role does automated feedback play in enhancing speaking skills among EFL learners?

The implementation of adaptive learning technologies (ALT) at the Jago Bahasa English Course has transformed teaching strategies by creating personalized and interactive learning environments tailored to individual learner needs. ALT tools, such as speech recognition software, automated feedback systems, and AI-driven modules, provide real-time support to students, helping them improve their speaking proficiency. Observations showed that real-time feedback significantly enhanced students' confidence and fluency by offering instant corrections in pronunciation, grammar, and sentence structure (Chapelle, 2003). Teachers also reported that ALT's adaptability allowed them to track students' progress effectively and make immediate adjustments to content, ensuring that the learning experience was personalized for each student (Yuan et al., 2019).

In addition to personalized support, ALT fosters learner engagement by integrating multimedia tools, such as videos, audio recordings, and simulated conversations, which provide authentic contexts for practicing speaking skills. This dynamic approach makes lessons more enjoyable and immersive for students. Furthermore, gamification elements—such as digital badges, quizzes, and role-playing scenarios—were found to enhance student motivation by creating a sense of accomplishment and competition. Teachers noted that students were more eager to participate in activities and took greater ownership of their learning journey, striving for continuous improvement (Martin & Bolliger, 2018).

These findings demonstrate that ALT has a transformative impact on speaking instruction by bridging the gap between individual learning needs and teaching strategies. The combination of real-time feedback, multimedia resources, and gamification helps students develop essential speaking skills and promotes a more autonomous and engaging learning environment.

Automated feedback plays a pivotal role in enhancing students' speaking skills by providing immediate, personalized responses that address specific errors. The system analyzes students' pronunciation, intonation, and grammar, offering targeted suggestions for improvement using speech recognition software. Observations and interviews revealed that students who received consistent automated feedback developed greater confidence in speaking activities and displayed steady progress over time (Higgins et al., 2010). Teachers highlighted that the instant nature of the feedback enabled students to correct mistakes promptly, fostering a more efficient learning process compared to traditional methods.

Beyond improving speaking performance, automated feedback promotes self-directed learning by tailoring activities to match each student's proficiency level (Wang, 2018). This personalized approach allows learners to focus on areas that require improvement, such as mastering specific pronunciation patterns or refining grammar usage. Incorporating multimedia resources, such as interactive speaking activities and pronunciation videos, enriches the learning process by accommodating various learning styles and encouraging students to engage more effectively with the content.

Automated feedback also plays a crucial role in reducing language anxiety. Since the feedback is provided privately and without judgment, students feel more comfortable experimenting with new vocabulary and expressions, which encourages active participation (Nguyen, 2016). This supportive environment motivates learners to practice regularly and develop speaking skills with greater confidence. The integration of gamification elements, such as progress tracking and achievement badges, further strengthens student motivation by encouraging them to set personal goals and track their improvements over time (Ryan & Deci, 2018). These features enhance specific speaking skills and help students become more autonomous learners, capable of sustaining their progress independently.

CONCLUSION

The use of Adaptive Learning Technologies (ALT) in the "Jago Bahasa English Course" has made English-speaking instruction more interactive, accessible, and engaging. ALT's real-time feedback, personalized learning paths, and multimedia resources have improved students' pronunciation, grammar, and fluency. Automated feedback and gamification have also increased student confidence and motivation for regular practice. These findings show that ALT can transform EFL teaching by addressing individual learning needs and supporting ongoing improvement, helping educators create more flexible, student-centered learning environments. Future research should explore the scalability of Adaptive Learning Technologies in diverse educational settings and investigate their long-term impact on language proficiency and learner autonomy.

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