

## **USING PRAKTIKA AI LEARNING APP TO IMPROVE STUDENTS' MOTIVATION IN ELT AT TOMAKAKA MAMUJU UNIVERSITY**

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### **ABSTRACT**

This research using quantitative approach. This study intends to examine how significant does the Praktika AI language learning app to improve students' motivation in ELT at Universitas Tomakaka Mamuju. This research is experimental research that measure the effect of a treatment on a single group of participants. This study was conducted at Universitas of Tomakaka Mamuju, Jl. Ir H, Juanda, Mamuju Regency. In this research, the pre-test and post-test result was compared to examine the significance of the treatment. The sample in this research were the students that majoring English Education study program, academic year 2024-2025 which is totally 18 students. Data was collected by using observation checklist and test. The result shows that the value of t-table is smaller than the value of t-test, which means that the alternative hypothesis (H1) is approved, and the null hypothesis (H0) is denied. Therefore, Praktika AI considered effective as a learning tool in enhancing students' motivation in ELT. By using Praktika AI learning app, is effectively in improving students' motivation in ELT.

**Keywords:** English Language Teaching (ELT), Praktika AI Learning App, Students' Motivation

### **INTRODUCTION**

English has become the world's most universal language of communication for education, science, technology, business, and diplomacy. Its role as a language of instruction has made English proficiency one essential skill for individuals who wish to participate effectively in international contexts. Consequently, English Language Teaching (ELT) has gained significant importance across the world, with governments, educators, and institutions striving to equip learners with the linguistic and communicative competence required in today's interconnected society.

English has established itself as language of instruction of the present-day, functioning as the main tool of communication in global business, science, technology, foreign policy, and higher education. (Turner, 1984). Graddol (2007) has emphasized the unprecedented spread of English across the globe, noting that it is no longer confined to native-motivation countries but has become a global resource. This global

prominence has intensified the demand for English Language Teaching (ELT), making it a central concern for educational systems worldwide.

In national education systems, English is frequently positioned as a foreign language. In many countries, including those where English is not widely spoken outside the classroom, it is introduced as a mandatory subject that learned from elementary school to higher education. This reflects a recognition of English as a language which is intended for development of nation and global integration. However, ELT in such contexts often encounters obstacles, including inadequate exposure to authentic language use, limited teaching resources, exam-oriented curricula, and varied learner motivation. These challenges complicate the implementation of effective language instruction and demand careful pedagogical adaptation that balances global models of ELT with local realities (Kachru, 1992).

In many countries, such as Indonesia, English is introduced as a mandatory course at various levels of education. This policy reflects the acknowledgment of English as a language for academic advancement, career evolution, and global mobility (Mappiasse & Bin Sihes, 2014). However, English teaching and learning practice in non-native circumstance often encounter challenges. Among them are limitations in teaching resources, large class sizes, insufficient exposure to authentic English use, and varied learner motivation. These challenges highlight the need for innovative strategies and effective pedagogical approaches in ELT.

Given these circumstances, studies on English Language Teaching (ELT) remain highly relevant. By exploring the challenges, opportunities, and innovations in ELT, this study can contribute valuable insights to improve both teaching practices and learning outcomes. This study seeks to address one such area of concern within ELT, providing a deeper understanding of how English can be taught and learned more effectively.

In this modern era, students were used various applications to improve their English in ELT. The use of digital technology and the internet changed how language education worked. It gave learners many tools to get better at languages (Godwin-Jones, 2001). One application that is often used in the current era is to use Artificial intelligence (AI). As one of technology features, it had a long process and continues to change and develop (Sitthipon, Kaewpuang, Jaipong, Sriboonruang, & Siripipattanakul, 2022). Artificial intelligence (AI) is intelligent machines that have human-like behaviors. As AI technology develops, new, useful, efficient, and flexible types of it are continue to emerge (Raj & Kos, 2023). One of the Artificial intelligences (AI) usage is for improving students' motivation in ELT.

According to Sardiman (2011), motivation is the driving force that changes energy within a person toward achieving specific goals. It means that it is the internal encouragement that makes someone take action in learning or work. Motivation is a powerful internal force that shapes human behavior and achievement. It guides individuals toward their goals, sustains their efforts, and influences success in various aspects of life such as in learning foreign language.

In educational settings, especially in foreign language learning, motivation plays a critical role in shaping students' engagement and academic achievement. Learners

with high motivation tend to participate more actively in class, persist longer when facing difficulties, and show improved performance. Also, motivation encourages students to set personal goals, regulate their learning strategies, and seek knowledge beyond what is required (Lin, 2012). Without motivation, even students with strong abilities may fail to reach their potential because they lack the desire to learn or the persistence needed to overcome obstacles in learning foreign language (McCoach & Flake, 2018).

Using a medium in learning is important because it improves understanding, boosts motivation, and makes learning more effective and meaningful. According to Ahdar, Nurhidayat, & Musyarif (2023), the use of medium in learning especially for exercises can present a very beautiful learning atmosphere and can be used to increase the enthusiasm and inspiration in students learning. Moreover, Mubarak & Iriana (2025) believe that using interactive learning media is a great solution to enhance the quality of learning, particularly in the digital era. Therefore, educational institutions need to optimize the use of digital technology in teaching and learning process.

Currently, one of the learning media with AI-based that offers a very practical way to learn English interactively is Praktika AI Language Learning App. This AI is designed to ease someone to practice English without dealing with humans, the interlocutor in this AI is an animation that had various topic options, and then the AI would respond according to the topic. This AI could also overcome students who don't have confidence and lacked of vocabulary to practice English, with this AI students could improve their motivation in ELT.

In the related research, it was found that it was recommended as tool for learning process become personalized, engaging, and efficient, particularly when combined with traditional study and real-world practice. (Duong & Suppasetserree, 2024). However, another fact was also found in another research that reported teaching practices using AI-supported training to enhance motivation in ELT and awareness in instructional contexts. (Crompton, Edmett, Ichaporia, & Burke, 2024). This gap interested the teacher to learn more about using AI with different AI tools and focus on improving students' motivation in ELT.

Praktika is an innovative language learning app that offered immersive and engaging lessons to help improve language skills. Praktika is a program that used advanced AI Avatar technology to provide a personalized learning path based on goals and needs, along with real-time feedback and an interactive experience - just like with a human tutor. It can significantly improve students' motivation in English Language Teaching (ELT) by making learning more personalized, engaging, interactive, and rewarding. Motivation is a key factor in successful language acquisition, and AI addresses several of the common challenges that demotivate learners.

Theoretically, AI can significantly improve students' language skills including speaking, reading, writing and listening skill, by offering interactive, personalized, and data-driven learning experiences.

Although previous studies in English Language Teaching (ELT) have examined the role of technology in enhancing students' engagement and motivation, much of the

existing research has focused on traditional digital tools such as learning management systems, online videos, or gamified platforms. However, the rapid development of language learning applications-AI based such as Praktika AI learning app has not been widely explored in relation to students' motivation in ELT. Current literature still lacks empirical evidence on how AI-based language learning apps specifically influence learners' motivational levels, especially in real classroom contexts. Therefore, there is a research gap regarding the effectiveness of AI language learning apps as motivational tools, and further investigation is needed to determine whether these AI-powered technologies can improve students' motivation in English Language Teaching (ELT).

## **RESEARCH METHOD**

This research is using quantitative approach. According to Cohen (1980) in Sukamolson (2007), quantitative research is defined as social research that employs empirical methods and empirical statements. This research employs quasi- experimental design that measure the effect of a treatment on a single group of participants. Creswell (2002) in Adjei-Boateng (2020) defines quasi-experimental designs as experimental research procedures in which the researcher does not randomly assign participants to groups, but still applies an intervention to examine its effect on an outcome. This research emphasized that the results of pre-test and post-test was compared to reveal the significance of the treatment. This study was administered at Tomakaka Mamuju University Jl. Ir H, Juanda, Mamuju District, Mamuju Regency. The sample were the the first semester students of Tomakaka University that majoring English Education study program, with total number of subjects were 18 students.

The data was taken through observation checklist and test. Before doing the treatment, a pre-test was administered. The results of the pre-test then compared to the post-test results after the treatment. After the pre-test was administered, students then treated by using Praktika AI. After finishing the treatment, a post-test was administered to find out the change of students' motivation in ELT. The post-test then used to examine the significance of the treatment. This study was to explore how significant does the Praktika AI language learning app could improve students' motivation in ELT.

## **FINDINGS AND DISCUSSION**

### **Findings**

Data for this study during the pre-test, treatment, and post-test phases were collected over a two-month period. Then, during five 90-minute meetings in January and February 2025, the teacher conducted the experimental research. The teacher intentionally selected English Education students at Tomakaka University in academic year 2024-2025. the experimental class was the first semester students of English Education study program, totally 18 students. The result shows that the students merely had low motivation in ELT.

The purpose of this test was to gather preliminary information about the students' motivation in ELT. After the students were given a topic of discussion about technology, the students would talk about the topic and give their opinions, the teacher made observations and gave scores to each student in the motivation assessment sheet.

The treatment was practiced for three meetings after the pre-test was completed.

The students were introduced to *Praktika* AI as a tool to help improve their motivation in ELT. The lesson started with 10 minutes. After that, the teacher greeted the students. Then, before starting the learning activity, the teacher invited the students to pray together.

The teacher then gathered their interest and focused their attention while monitoring students' attendance. The teacher then started by asking the students about their challenges in motivation in ELT and the things that prevented them from practicing motivation in everyday situations as the first step in introducing *Praktika* AI. The teacher identified several issues raised by the students and then provided solutions for each of them.

One of the best ways to motivate and boost confidence to speak English in class was to teach them how to use digital technology as a teaching tool and ask them to practice motivation with friends at school. To help students feel comfortable while learning and practicing motivation English in front of others, the teacher introduced some technologies such as AI to the students.

The teacher and students ended the material learning with a closing activity. The teacher gave encouragement and support to the students to keep up the spirit of learning. Students can close learning activities in class by praying. With a greeting, the teacher ended the learning activity.

In the 2<sup>nd</sup> meeting, students as usual prayed before starting the lesson, teacher provided mental support, and boosted their confidence. The students introduced the app and briefly explained about the app, the teacher directs the students to download the app or open it on the web, teaching them how to use the app. The teacher explained that *Praktika* AI is an English learning application based on artificial intelligence (AI) technology designed to improve motivation in ELT through interaction with AI avatars. The steps to use this app are explained as follows:

1. Download and Install the App, *Praktika* AI can be downloaded via Google Play Store for Android devices (*Praktika* AI, 2024).
2. Register or Login, users can create a new account or
3. Start a Learning Session. Users can select a lesson topic and start talking to the avatar in relevant scenarios to practice their communication in ELT.
4. Get Feedback. Avatars provide corrections and feedback directly after the session to help improve users' motivation ability.
5. Practice Regularly. *Praktika* recommends 20 minutes of daily use for maximum results.

The learning material that has been learned about how to use *Praktika* AI is summarized by teachers and students. Teacher provide encouragement and support to students to keep their enthusiasm for learning. To close the learning activities, the teacher directed students to pray. Teacher then said greetings to end the learning.

In the 3<sup>rd</sup> meeting, before starting the lesson, students pray together. After that, the teacher directed students to use the *Praktika* AI application. In this phase, the teacher focused on fluency, vocabulary, pronunciation, and comprehension. After that, students were directed to start a conversation with the avatar that each student had chosen on the *Practical* AI application. The students talked with the avatars according to the topic of conversation they chose. Students then give feedback on the *Practical* AI that has been explained. Also, the teacher encourages and supports students to keep up their enthusiasm for learning. To close the learning activities, the teacher said greetings to end the learning.

Next, to find out whether the motivation of students in ELT improved, the teacher administered a post-test. After that, students were given a discussion topic about technology, students would talk about the topic and give their opinions, the teacher

made observations and gave scores to each student on the motivation assessment sheet. The post-test was attended by 18 students of Tomakaka Mamuju University.

**Tabel 4.1** Students' pre-test ( $T_1$ ) and post-test ( $T_2$ ) score

No.	Subjects	$T_1$	$T_2$
1	NIQ	60	65
2	MRVI	50	55
3	NIPW	75	80
4	LAN	50	50
5	MSTG	55	60
6	ZAR	75	80
7	NLR	50	55
8	NHRIM	60	65
9	HSKI	45	50
10	MRS LA	45	45
11	NMSA	55	60
12	PURMD	50	55
13	FSHRA	45	50
14	HLDRI	75	80
15	GTACAH	45	50
16	MAFRIJ	40	45
17	MHRLKSA	40	45
18	MAFB	40	45
	Mean Score	53.06	57.50

*Source: test result*

After administering pre test, teacher then did treatment using Praktika AI app. After that, post-test then administered. During the treatment program, the students' motivation in ELT is expected to improve.

**Table 4.2** The category, frequency, and mean score in both test ( $X_1$  and  $X_2$ )

No	Category	Score Range	$X_1$		$X_2$	
			N	%	N	%
1	Excelent	81-89	-	-	-	-
2	Very Good	71-80	3	17 %	3	17 %
3	Good	61-70	-	-	2	11 %
4	Fair	51-60	4	22 %	5	28 %
5	Moderate	41-50	8	44 %	8	44 %
6	Poor	0-40	3	17 %	-	-
Total Score			18	100 %	18	100 %
Mean Score			53,06		57,50	
Std.Deviation			11,775		12,157	

Source: SPSS data analysis

During the research, post-test was administered to see if their motivation in ELT had improved. The teacher used an assessment sheet to measure the students' level of motivation in ELT. As many as 18 subjects completed the post-test in ninety minutes.

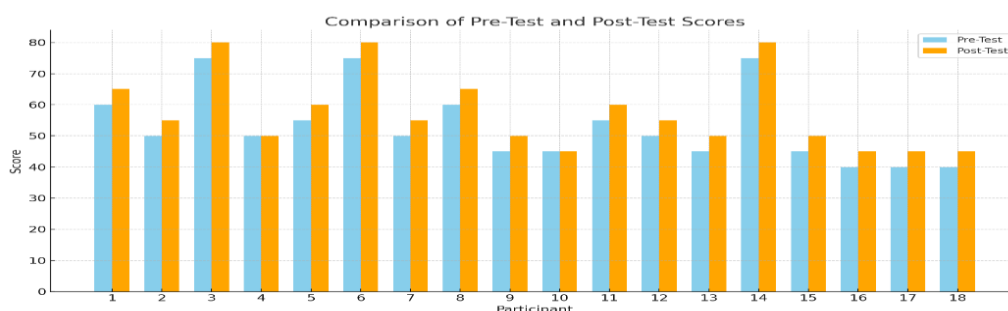
Based on the data shown in the table, on pre test ( $X_1$ ), there were three students who are in the “Poor” category with 17%. However, zero students in this category on the post-test ( $X_2$ ). Next, there were eight students who achieve the moderate category with 44% in both test ( $X_1$  and  $X_2$ ). Next, there are four students achieve the “Fair” category on the pre test ( $X_1$ ) with 22%. Meanwhile, there were five students who are in this category on the post test ( $X_2$ ) with 28%. In pre test ( $X_1$ ), zero students who achieve the “Good” category. However, in the post test ( $X_2$ ), two students who are in this category with 11%. Also, there were three students in “Very good” category in both test ( $X_1$  and  $X_2$ ) with 17% . However, zero students achieved the “Excelent” category in both test ( $X_1$  and  $X_2$ ).

Furthermore, from the data also can we see that the mean score ( $\bar{x}$ ) of the pre-test is 53.06. Meanwhile, the mean score ( $\bar{x}$ ) of the post-test is 57.50. Moerover, the SD for the pre-test ( $X_1$ ) and post-test ( $X_2$ ) were 11.775 and 12.157 point.

**Table 4.3** Statistic calculation of students' motivation level in ELT

		Name	$T_1$	$T_2$
N	Valid	18	18	18
	Missing	0	0	0
Score Acquisition			955	1035
Mean			53.06	57.50
Std. Deviation			11.775	12.157
Minimum			40	45
Maximum			75	80

Source: SPSS data analysis

Figure 4.1  $T_1$  and  $T_2$  comparison

By seeing the data comparison above, it can be seen that students' motivation in ELT using Praktika AI language learning app have improved. Therefore, the findings of this study are correspond to the result of the research which conducted by Sitorus & Rahman (2025), that Praktika AI language learning app is effective for improving students' motivation in ELT. This research also reveals that the implementation of AI may help students to improve motivation in ELT.

The post-test score significantly raised from 53.06 to 57.50, and the SD raised from 11.775 to 12.157. In addition to determining whether the data was normally distributed or not, this research used a paired sample t-test to examine the significance of the mean score difference.

**Table 4.4** t-test value of  $X_1$  and  $X_2$

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - Posttest	-4,444	1,617	,381	-5,249	-3,640	-11,662	17	,000

*Source: SPSS data analysis*

Since the result of t-test shows the value of the sig. (2-tailed) is ,000, which is smaller than 0,05 ( $.000 < 0,05$ ), which indicated that the Null Hypothesis ( $H_0$ ) is rejected and Alternative Hypothesis ( $H_1$ ) is accepted. Thus, the use of Praktika AI language learning app to improve the students' motivation in ELT at University of Tomakaka Mamuju is considered significant in results.

## Discussion

This research explores whether the Praktika AI Language Learning App can improve students' motivation in ELT. Over the course of one month, the teacher conducted five meetings: one time for pre-test, three times for treatment, and one time for post-test. As a result, there was an improvement in students' motivation in ELT as evidenced by the fact that their post-test scores exceeded the pre-test scores.

This research used quantitative data analysis. Data findings for the test were analyzed using a computer program IBM SPSS Statistics 20. This program is used to determine data validation, reliability testing, and various other things related to statistical analysis. The following is a presentation of the results of data processing.

The following table displays the findings of the research's paired sample t-test:

**Table 4.5** Paired sample test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - Posttest	-4,444	1,617	,381	-5,249	-3,640	-11,662	17	,000

*Source: SPSS data analysis*



The most important value in the table above is Sig. (2-tailed) to prove that normality the data distribution. The table above shows that the t-test ( $t_0$ ) value is smaller than the t-table ( $t_t$ ) value. The result above indicated that the null hypothesis ( $H_0$ ) is refused and the alternative hypothesis ( $H_1$ ) is approved ( $.000 < 0.05$ ). Thus, using Praktika AI language learning app to improve the students' motivation in ELT at Tomakaka Mamuju University meet significant and acceptable results.

**Table 4.6** The comparison between t-test value and t-table value

Variable	$t_0$	$t_t$	Sig. (2-Tailed)
O1-O1	11.662	1.740	.000

Source: SPSS data analysis

The data above shows that t-table value is smaller than the t-test value, where the t-test value is 11.662 and t-table value is 1.740 ( $11.662 > 1.740$ ). Therefore, it can be inferred that after using Praktika AI language learning app, students' motivation in ELT is significantly improved.

## CONCLUSION

By using Artificial Intelligence (AI)-based Practical Language Learning Application significantly improves the students motivation in ELT at Tomakaka Mamuju University. The improvement in average post-test scores, reduction in standard deviation, and the results of the hypothesis testing shows that Praktika AI has proven effective as a learning tool in enhancing students' motivation in ELT.

The use of AI Praktika has been proven effective in helping improve students' motivation in ELT. However, the use of AI alone is not sufficient to improve motivation in ELT completely. This technology requires direct guidance from teachers, real interaction, and continuous practice in a social context. Therefore, AI should function as a complement to an integrated learning strategy that combines technology, active interaction, and pedagogical support.

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