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Implementation of Dola Artificial Intelligence as a Learning Tool to Improve Students' English Speaking Skills

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A B S T R A C T

In the era of globalization, English speaking skills are essential for young learners to communicate effectively and access broader knowledge resources. However, in non-formal English courses, speaking practice opportunities are often scarce, resulting in low confidence, mispronunciation, and minimal vocabulary mastery, and few studies have examined the use of AI-based tools in such settings for elementary students. This study aims to investigate the implementation of DOLA AI in improving students' speaking skills at Tekume English Course Semampir Kraksaan. A qualitative descriptive case study was employed, involving fifteen students and one tutor, with data collected through observation, interviews, documentation, and questionnaires. The findings indicate that DOLA AI created an interactive and supportive learning environment, increased students' motivation and participation, and improved pronunciation, fluency, vocabulary, and confidence. It can be concluded that DOLA AI is an effective tool for enhancing elementary students' speaking competence in a non-formal context.

Keywords: *Artificial Intelligence, English Speaking Skills, Young Learners, Non-Formal Education, DOLA AI*

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INTRODUCTION

Klimova says that In the era of globalization, English has become an international language used in education, business, technology, and cross-cultural communication (Klimova et al., 2023). Saxena says The ability to communicate in English is considered an essential skill for students to complete in the global world and access broader knowledge resources (Saxena et al., 2022). Therefore, English language learning is introduced from an early age in many countries, including Indonesia (Andayani, 2022).

Among the four language skills listening, speaking, reading, and writing , speaking is often regarded as the most important skill because it reflects learners' ability to communicate meaning directly and interactively (Parawangsa et al., 2024). Raudhatul Islam says that Speaking requires not only vocabulary and grammar mastery but also pronunciation, fluency, and confidence(Islam, 2023).

In Indonesia, English is taught as a foreign language (EFL), In Indonesia, English is taught as a foreign language (EFL) (Baxtiyarovich, 2024). From a theoretical perspective, EFL theory explains that learners depend mainly on formal instruction to develop their language competence, particularly speaking skills (Paragae, 2023). This condition is closely related to Second Language Acquisition (SLA) theory, which emphasizes that language acquisition requires comprehensible input and a low-anxiety environment (Kanwal et al., 2022). High levels of anxiety and limited practice opportunities may hinder students' speaking development (Wen & Naim, 2023).

In addition, the integration of AI-based learning tools can be examined through the Technology Acceptance Model (TAM), which states that technology adoption depends on perceived usefulness and perceived ease of use (Schorr, 2023). If students and teachers

perceive Dola AI as beneficial and easy to operate, its implementation is more likely to succeed (Xue et al., 2026). Furthermore, the Diffusion of Innovation theory explains how new technologies are gradually accepted within educational institutions based on their relative advantages and compatibility with users' needs (Kristiawan, 2024). These theoretical perspectives provide the foundation for analyzing the implementation of Dola AI in improving students' speaking skills (Aldayel et al., 2026).

Previous studies have shown that AI-based learning tools can improve students' speaking skills. (English et al., 2025) found that AI practice enhances pronunciation, fluency, and confidence. (Wulandari et al., 2024) emphasized that AI provides immediate feedback, helping learners correct mistakes effectively. (Weda, 2024) reported that young learners are more engaged and motivated when using interactive AI tools. These findings indicate the potential of AI to support speaking competence, especially for young learners.

As a result, English learning often focuses more on reading and writing rather than speaking practice. This condition causes students, especially young learners, to feel anxious and less confident when they are asked to speak English (Ai et al., 2025). Therefore, innovative and interactive learning tools are needed to create a supportive environment that encourages students to practice speaking more actively (Kochurovets, 2022).

(Khang et al., 2023) says that The rapid development of technology has significantly influenced educational practices, including language learning. Artificial Intelligence (AI) has emerged as one of the most promising technologies in enhancing learning experiences. AI-based learning tools can provide interactive communication, immediate feedback, personalized learning paths, and flexible access anytime and anywhere respond to students' answers instantly, which helps improve (Mahjabin, 2025).

Young learners, especially elementary school students, have unique characteristics in learning a foreign language. They tend to learn better through interactive, fun, and engaging activities (Lesia et al., 2022). Elmentary school students also require repetition, visual support, and immediate feedback to maintain their interest and understanding (Susanto et al., 2024). Therefore, the use of AI-based learning tools is considered suitable for young learners because it combines technology, interaction, and flexibility in one platform(Karki & Karki, 2025).

(Herdina & Aini, 2024). (Sharadgah & Sa'di, 2022). In non-formal educational institutions such as English courses, the integration of technology can support more flexible and innovative teaching methods. English courses often aim to focus on communicative competence rather than only academic achievement. Therefore, implementing AI-based tools in such settings can enhance students' speaking practice opportunities beyond conventional classroom interaction .

Tekume English Course Semampir Kraksaan is one of the English learning institutions that provides English courses for elementary school students. The students come from various elementary schools and backgrounds, and they learn English as an additional subject outside their formal education. Based on preliminary observation, many students at Tekume English Course still face challenges in speaking English, such as limited vocabulary, mispronunciation, low confidence, and minimal speaking practice time (Jalal et al., 2022). Traditional teaching methods sometimes limit students' active participation, as speaking activities are usually conducted collectively rather than individually (Salviya & Islam, 2025).

Recent empirical studies further confirm the growing significance of AI in English language learning. Kristiawan (2024) conducted a systematic review revealing that AI tools — including chatbots, intelligent tutoring systems, and speech recognition software — consistently enhance learner engagement, provide personalized learning experiences, and improve language proficiency, particularly in speaking and writing. Similarly, a study by Frontiers in Education (2024) found that AI-powered platforms offering pronunciation improvement applications and adaptive content significantly support second language learners in personalizing their learning pathways. In the context of EFL speaking skills, research on AI voice chat tools such as ChatGPT demonstrated that students reported improvements in fluency, vocabulary, and confidence, while also benefiting from a low-anxiety conversational environment that simulated real-time interaction. Furthermore, a study

specifically targeting elementary EFL learners found that generative AI chatbots positively impacted speaking skills when used in both individual and paired interaction configurations, suggesting their suitability for young learners. In the Indonesian EFL context, research showed that AI-based applications such as Fully Fluent led to statistically significant speaking score improvements, with experimental group mean scores (84.51) markedly higher than those of the control group (71.91), alongside increased learner motivation and confidence. Collectively, these findings underscore the pedagogical value of AI-based tools in fostering speaking competence and reducing learner anxiety, particularly in non-formal and EFL learning environments.

Despite these studies, most research focuses on formal classrooms or general English programs. There is limited research on the use of AI tools like DOLA AI in non-formal English courses for elementary students, where students often face low vocabulary, mispronunciation, and speaking anxiety. This gap justifies investigating how DOLA AI can address these specific needs and improve speaking competence and confidence (Vega & Romadhoni, n.d.).

Considering these challenges, the implementation of Dola AI as an AI-based learning tool is expected to provide a more interactive and individualized speaking practice environment for the students at Tekume English Course Semampir Kraksaan. Through AI-based interaction, students can practice speaking repeatedly, receive immediate feedback, and improve their fluency and pronunciation gradually (Vega & Romadhoni, n.d.). Moreover, the use of technology is expected to increase students' motivation and enthusiasm in learning English.

Based on the above studies, the researcher is interested in examining the materials and strategies used Tekume English course. Researchers focus on what materials and methods that will be used. The researcher wants to know the impact of implementation of DOLA AI media and strategies are appropriate or the course has introduced AI based learning media or not. This study aims to investigate how Dola AI is implemented in the learning process and how it contributes to improving the speaking skills of elementary school students. The findings of this research are expected to provide theoretical and practical contributions to the development of AI-based English language learning, particularly for young learners in non-formal educational settings (Ma et al., 2025)

METHOD

This study employed a qualitative research approach using a descriptive case study design. A qualitative approach was chosen because this research aimed to explore deeply how Dola AI was implemented in the learning process and how it contributed to improving students' English speaking skills (Yadav, 2022). Rather than measuring improvement statistically, this study focused on describing the process, students' responses, and observable changes during the implementation (Mantula et al., 2024).

A case study design was considered appropriate because the research investigated a specific phenomenon the use of Dola AI in a particular setting, namely Tekume English Course Semampir Kraksaan. This design allows the researcher to obtain detailed and contextualized data about the implementation process (Weiner, 2022).

Data Source

The data in this qualitative research were collected through several techniques, namely observation, interview, and documentation (Morgan, 2022). These techniques were chosen to obtain rich and detailed data regarding the implementation of DOLA AI as an AI-based learning tool in improving students' English-speaking skills at Tekume English course.

The research data is in the form The teacher student at Tekume English Course namely regarding the new material and learning methods used when teaching English in class. This research is qualitative research involving fiveteen students and English teachers at Tekume English Course Semampir. The students came from different elementary schools and had varying levels of English proficiency. Most of them were beginners who were still developing basic vocabulary, pronunciation, and confidence in speaking English.

Data Collection Technique

To collect comprehensive data, the researcher used several research instruments:

Observation Checklist

Observation was conducted during the implementation of Dola AI in the speaking class. An observation checklist was used to record students' participation, confidence, pronunciation practice, interaction with Dola AI, and classroom atmosphere (Sanmarchi et al., 2024). Field notes were also written to capture important events during the learning process.

Interview Guide

Semi structured interviews were conducted with selected students and the English instructor (Belina, 2023). The interview guide consisted of open-ended questions focusing on students' perceptions of using Dola Artificial Intelligence, the difficulties they encountered in speaking English, changes in their confidence and fluency, and the teacher's evaluation of the implementation of Dola Artificial Intelligence as a learning tool.

Documentation

Documentation data included lesson plans, students' speaking task results, photographs of classroom activities, and video recordings of students' performances. This technique was used to support and triangulate the findings from observations and interviews. Comparing documentation data with other sources helped ensure the validity and credibility of the study.

Observation Analysis

The data obtained from classroom observations were analyzed descriptively. The researcher examined students' participation, interaction with Dola AI, pronunciation practice, fluency development, and confidence during speaking activities.Field notes and observation checklists were reviewed after each meeting to identify recurring patterns and significant changes in students' behavior (Belina, 2023).

The researcher categorized the findings into several themes, such as students' engagement, enthusiasm, speaking improvement, and classroom atmosphere.Through observation analysis, the researcher was able to describe how Dola AI was implemented in the learning process and how students responded during the activities.

Interview Analysis

The interview data were analyzed using thematic analysis (Rosairo, 2023). First, the recorded interviews were transcribed into written form. After that, the researcher carefully read the transcripts to identify important statements related to: (1) Students' perceptions of using Dola AI. (2) Difficulties in speaking English. (3) Changes in confidence and fluency (4) Teacher's evaluation of Dola AI implementation

The researcher then grouped similar responses into themes and interpreted their meanings (Zhang & Cao, 2022). This process helped reveal students' experiences and opinions regarding the use of Dola AI in improving their speaking skills (Paragae, 2023).

Documentation Analysis

The documentation data, including lesson plans, students' speaking task results, photos of activities, and recorded performances, were analyzed to support the findings from observation and interviews (Chand, 2025).The researcher compared documentation data with observation and interview results to ensure consistency and credibility. This triangulation technique strengthened the validity of the research findings (Siebholz & Burgmer, 2026).

Research Validity and Trustworthiness

To enhance the credibility and trustworthinessof the study, several strategies were applied:(a) Source triangulation, by comparing findings from multiple types of literature (journals, books, and reports) to identify consistent patterns and reduce bias.(b) Reliance on peer reviewed and reputable publications, ensuring the academic quality and reliability of the data.(c) Transparent documentation of the data collection and analysis procedures, allowing the research process to be traceable and replicable. provided detailed descriptions of classroom activities and student interactions with DOLA AI. These steps collectively strengthened the credibility, dependability, and confirmability of the research findings.

FINDINGS AND DISCUSSION

This section elaborates the findings and discussion of the present study in relation to the three formulated research questions. The data were systematically collected through classroom observations, semi structured interviews, and documentation analysis during the implementation of Dola AI at Tekume English Course Semampir Kraksaan (Chand, 2025). The findings are organized into three major subheadings addressing (Pyo et al., 2023) the process of Dola AI implementation in speaking instruction (Al-Jiboury, 2024), the impact of its implementation on students' speaking skills, and the instructional materials and strategies employed in integrating Dola AI into the learning activities (Andayani, 2022).

The discussion further interprets the findings by applying thematic analysis and triangulation to ensure the credibility and depth of the analysis (Watson & Jackson, 2026). Through this structured presentation, the study aims to provide a comprehensive understanding of how AI-based learning media contributes to the development of elementary students' speaking competence in a non-formal educational context (Ni'mah et al., 2025).

Implementation of DOLA AI as an AI-Based Learning Tool in Teaching English Speaking Skills for English Course Students

The implementation of DOLA AI as an AI-based learning tool at Tekume English Course was conducted in a structured and systematic manner as a complementary medium in speaking instruction (Ezzaim et al., 2025). DOLA AI was integrated after the teacher introduced vocabulary and model expressions, allowing students to practice speaking individually through AI simulated conversations (Ismail, 2025). The implementation process consisted of three main stages: pre activity instruction, guided interaction with DOLA AI, and post-activity reflection and reinforcement (Labrague et al., 2025).

During the AI interaction stage, students practiced pronunciation and short dialogues repeatedly while receiving immediate feedback from the system. The teacher acted as a facilitator by monitoring students' progress, providing clarification, and ensuring that the learning objectives were achieved. This implementation enabled more individualized speaking practice, increased students' opportunities to speak, and created a supportive learning environment within the non-formal English course setting (Ruiz Viruel et al., 2025).

Students' Perceptions of the Use of DOLA AI in Supporting Their English Speaking Practice

Students' perceptions of DOLA AI were largely positive, highlighting engagement, motivation, and enjoyment during speaking activities. In interviews, many students reported that practicing with the AI was "fun" and "less stressful" compared to traditional classroom speaking tasks (Wu et al., 2025). They appreciated the interactive nature of the system and the ability to practice individually without the pressure of peers' observation.

The immediate feedback provided by DOLA AI was perceived as particularly beneficial for improving pronunciation and fluency (Ismail, 2025). Students mentioned that they could hear and correct their own mistakes, which helped them become more aware of their speaking performance (Labrague et al., 2025). Observation notes confirmed these perceptions, showing that students actively repeated phrases, experimented with pronunciation, and gradually spoke with fewer pauses (Isabella et al., 2025).

Moreover, students indicated that repeated practice with DOLA AI enhanced their confidence in speaking English. They reported feeling braver and more willing to participate in classroom activities after using the AI system (Luo et al., 2025). Overall, students viewed DOLA AI as a supportive learning medium that not only improved their speaking skills but also increased motivation and self-assurance in a non-formal English learning environment(Ma et al., 2025).

This research discussed the analysis of material and learning methods in the Tekume English Course. The researcher involved an English Tutor and students at Tekume english course aspecially Speaking skill subject. The results of interviews with researchers with the student of english speaking skill show that the majority (12 people or 80%) of them can be

easier to understand and created a more interactive and student centered learning atmosphere. During conventional speaking activities, several students tended to remain passive and waited for their turn. It also showed that students' interest with Learning speaking practice use Dola AI Process. some data1 is found as follows:

Table 1. Questionnaire1 Results1

No	Statement	Agree	Disagree
1.	I feel happy learning to speak English using DOLA AI.	80%	20%
2.	The explanation from DOLA AI is sometimes confusing.	68%	32%
3	The voice feature in DOLA AI makes me more motivated to learn.	74%	26%
4.	I feel there is an improvement in my speaking fluency after using DOLA AI.	68%	32%
5.	The voice feature in DOLA AI is clear and easy to understand.	100%	0%
6.	DOLA AI helps me increase my English vocabulary.	80%	20%
7	DOLA AI helps me overcome my lack of self-confidence.	100%	0%
8.	Learning speaking with DOLA AI makes me more active in class.	94%	6%
9.	Learning speaking with DOLA AI is more enjoyable than the usual method.	87%	13%
10.	DOLA AI helps me identify my mistakes when speaking English.	74%	26%

DOLA AI is an AI-based learning tool designed to support elementary students in practicing English speaking skills in a non-formal learning environment such as Tekume English Course Semampir Kraksaan. The tool is implemented to address the specific challenges faced by students, including limited vocabulary, mispronunciation, low confidence, and minimal opportunities to practice speaking English (Ernawati & Suweni, 2026). Unlike conventional group-based speaking activities, DOLA AI allows each student to engage individually in simulated conversations, receive immediate feedback on pronunciation and fluency, and repeat exercises until mastery is achieved (Durdona, 2026).

The implementation of DOLA AI creates a supportive and interactive environment that encourages students to practice speaking more actively(Latipah et al., 2026). Observations and interviews revealed that students felt less anxious and more motivated when interacting with the AI, as they could practice without fear of making mistakes in front of peers (Sultonovna, 2026). The tool also enables the teacher to monitor progress and provide guidance, ensuring that learning is structured and aligned with students' individual needs (Eyal & Jacobson, 2025).

DOLA AI's application in this context can be considered goal oriented, as it is specifically designed to improve speaking competence by targeting the students' weaknesses and enhancing their confidence and fluency(Koraishi, 2023). By combining AI-based interaction with teacher facilitation, students experience a more personalized, engaging, and effective learning process that directly addresses their speaking needs in English (Alimuddin, 2026).

Learning English in the English-speaking course has its own goals and expectations, as stated by the English tutor at the course.

Tutor: "*After implementing DOLA AI in speaking practice, I hope that my students will become more confident and motivated to speak English, even in front of others. I expect them to take advantage of the opportunity to practice repeatedly, improve their pronunciation and fluency, and gradually reduce their fear of making mistakes. My goal is for each student to actively participate in learning, feel supported during practice, and develop a positive attitude toward using English in real life situations.*"

Therefore, students' English Speaking Course needs to be improved through the English speking skill in daily live, regarding the importance of Speaking for people , many important researchers to highlight the great advantages gained by applying English speaking skill as a tremendous communication tool, and tools of global understanding between nations (Saputra et al., 2026). However, it is not easy to design certain materials in English speaking skill (Qudratillah et al., 2025). From research conducted by (Durdona, 2026), it was found that students need actual material related to their majors. This material is actually expected to encourage students to learn English well.

In teaching and learning, of course the tutor must be able to prepare and plan teaching materials and materials well, so that learning in class takes place effectively. Therefore, before making materials and teaching materials, the tutor must be able to consider what will be taught to students later. Like the perception of the English teacher at Tekume english course.

Tutor:"*Before using DOLA AI in the classroom, I carefully prepare the learning materials, select topics appropriate for the students' level, and design interactive speaking activities. I also ensure that each student understands how to interact with the AI system, so that they can practice speaking effectively and receive immediate feedback. Additionally, I plan to monitor students' performance during AI sessions and provide guidance when necessary, creating a supportive and structured learning environment.*"

Tutor: "*Before teaching using DOLA AI, I make sure all the devices are ready and the internet connection is stable. I prepare the learning materials and select topics suitable for each student's level. I also explain to my students how to use the AI system, demonstrate it first, and guide them during practice. I plan how to give feedback and monitor each student's progress, while also preparing additional activities to reinforce their speaking skills. Finally, I make sure to create a supportive and motivating environment so that every student feels confident to practice speaking English with the AI.*"

The design and development of the speaking materials used in this study are based on the integration of DOLA AI as an AI-based learning tool that addresses the specific needs of students in non-formal English learning settings(Gong et al., 2026). The learning materials were developed to support students' speaking competence, particularly in areas where they face challenges such as low vocabulary, mispronunciation, and lack of confidence (Alimuddin, 2026).

In this model, four key elements were emphasized. The first is input**,** which includes interactive dialogues, AI simulated conversations, and audio recordings that are tailored to the students' English proficiency and learning goals (Latipah et al., 2026). The second is content focus, which integrates non-linguistic elements, such as real-life situations, school-related topics, and communicative tasks, to create a meaningful and engaging learning atmosphere during AI sessions (Chen et al., 2026).

The third element is language focus, ensuring that students actively use English during AI-based activities, practice pronunciation, fluency, and sentence structure, and experience real-life communication scenarios facilitated by the AI system (Furwana et al., 2026). The last element is task, where learning materials are designed to lead students into communicative tasks that simultaneously develop speaking skills and connect classroom learning to practical application. Through these structured tasks, students are encouraged to speak repeatedly, receive immediate feedback, and gradually improve their confidence and proficiency (Herdina & Aini, 2024).

Based on classroom observation and documentation, it was concluded that the English course previously focused on general English (EGP) activities, with limited opportunities for structured speaking practice (Putri et al., 2026). The implementation of DOLA AI-based materials provides a goal-oriented learning approach, where each activity is specifically designed to improve students' speaking competence in English (Nurjamin et al., 2026). By

integrating AI-based interaction with tailored tasks, the learning process becomes more focused, engaging, and aligned with the real needs of the students (Luo et al., 2025).

CONCLUSIONS

This study demonstrates that DOLA AI holds strong promise as an AI-based learning tool for supporting English speaking development among young learners in non-formal educational settings. By shifting the learning dynamic from passive group recitation to active, individualized AI interaction, students at Tekume English Course were able to engage more deeply with the speaking process — practicing at their own pace, self-correcting in real time, and gradually building communicative confidence. Beyond its immediate instructional benefits, the integration of DOLA AI reflects a broader pedagogical shift in which technology serves not merely as a supplementary aid but as a core facilitator of learner-centered practice. The tool proved particularly well-suited to the characteristics of elementary-age EFL learners, who responded positively to its interactive, low-pressure environment — a finding that aligns with Second Language Acquisition principles emphasizing the importance of reduced anxiety in language development (Kanwal et al., 2022). These findings carry practical implications for English course practitioners and curriculum designers in Indonesia's non-formal education sector. Educators seeking to address the persistent gap between speaking instruction and authentic practice opportunities may consider AI-based tools like DOLA AI as a viable, accessible complement to conventional teaching methods. Future studies are encouraged to expand the participant scope, incorporate longitudinal observation, and explore the potential of DOLA AI across different proficiency levels and learning contexts to further validate and generalize these findings.

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