Journal of English Language and Education
ISSN 2597- 6850 (Online), 2502-4132 (Print)
Journal Homepage: https://jele.or.id/index.php/jele/index
OPEN ACCESS
Article

Artificial Intelligence and Parent Perception: Their Influence on Students' English Pronunciation Skill at SMPN XYZ Pekanbaru

https://doi.org/10.31004/jele.v10i3.834

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A B S T R A C T

Fluency in English requires accurate pronunciation. Many students still have difficulty pronouncing words and sentences correctly, making it hard for listeners to understand. In recent years, artificial intelligence (AI) has witnessed the emergence of numerous applications and platforms, including ChatGPT, ELSA Speak, Memrise, and Duolingo, among others. The success of artificial intelligence (AI) in educational settings is not contingent solely on the students and the technology itself; it is also essential to comprehend the parents' perceptions. This research is correlational. The objective of this study is to investigate the influence of artificial intelligence (AI) and parental perceptions on students' pronunciation skills at SMPN XYZ Pekanbaru. The sample population comprised 166 ninth-grade students selected at random from a total population of 285. The validity and reliability of the questionnaires were tested before distribution to determine how students use AI and how parents perceive it. The students underwent a brief reading test to assess their pronunciation. The findings of this study demonstrate a substantial influence of both artificial intelligence and parental perception on students' pronunciation skills; however, the observed effect size was relatively modest. The present study posits that collaboration between teachers and parents is necessary to ensure that artificial intelligence (AI) provides optimal benefits.

Keywords: *Artificial Intelligence, Parents' perception, Pronunciation skill.*
Article History:
Received 22nd April 2025
Accepted 11th May 2025
Published 31st May 2025

INTRODUCTION

The pronunciation of English words and phrases is frequently identified as a significant challenge for individuals learning the language. The challenges associated with mastering pronunciation stem from variations in phonemes that may not be present in the student's native language. A comparison of the linguistic systems and patterns of English and Indonesian reveals significant differences between them. At times, Indonesian students encounter difficulties in articulating words and sentences with precision. Conversely, proper pronunciation is imperative for students to communicate with fluency. As Ilyas & Kaniadewi, 2023 posit, even individuals who exhibit strong proficiency in English may encounter difficulties in comprehending their interlocutors if they lack proficiency in appropriate pronunciation.

The study of phonology, otherwise referred to as phonetics, is the branch of linguistics concerned with the sounds of a language, including both the perception and production of these sounds and their effect on the listener. According to Morley (1991:484) in (Ginocchio, 2006), the pronunciation class focused on stress, rhythm, intonation, and environmental allophonic variations and rules for combining phonemes. Furthermore, as Kobilova's (2022) research (in Akriono, 2024) study indicates, the pronunciation of letter sounds in words, along with the emphasis placed on distinct syllables, can significantly modify their meanings and

contexts, ultimately influencing the intended message. According to James (2010) — cited in (Gilakjani, 2012)— acceptable pronunciation can be categorized into three basic levels: At the first level, the speaker's words are unintelligible to listeners. In level two, the speaker's message is comprehensible, but their pronunciation is challenging to perceive due to a pronounced or atypical accent. Level three indicates that the speaker's English pronunciation is both pleasant and acceptable to listeners, and that the speaker is fully comprehensible.

An observation was conducted at SMPN XYZ, which revealed that the majority of students frequently committed errors in pronunciation. These errors included variations in the articulation of vowel sounds, such as /u:/ and /æ/ in words like "cup," /ʌ/ in "cup," /æ/ in "sad," and /ɜ:/ in "bird." Additionally, variations in the pronunciation of diphthongs were observed. For instance, the /e/ phoneme in the word "day," the /a/ phoneme in the word "sky," the /a/ phoneme in the word "house," and numerous others. In addition, students encountered challenges with various accents or stress patterns in syllables, which resulted in challenging-to-understand speech. Furthermore, students' linguistic development is influenced by their mother tongue patterns.

In recent years, the field of artificial intelligence (AI) has witnessed the development of numerous applications and platforms that have the potential to personalize and enhance student learning in a more effective and targeted manner. Popular applications include ChatGPT, ELSA Speak, Memrise, and Duolingo. The integration of artificial intelligence (AI) facilitates students' access to educational resources from any location. As posited by (Glassman et al., 2021), the recent integration of digital tools and artificial intelligence (AI) in education on a global scale has led to substantial enhancements in the teaching and learning process. The platform offers immediate feedback and resources, which can enhance student engagement in learning activities.

The utilization of artificial intelligence (AI) in the realm of English language learning has been demonstrated to offer numerous advantages, including the capacity for customized learning experiences, the enhancement of speaking skills, and the provision of immediate feedback. The advent of technologies such as chatbots and AI-based applications has profoundly transformed the landscape of language learning, offering learners the autonomy to engage in conversational practice at their own pace, independent of human tutors. The utilization of artificial intelligence in language education has emerged as a significant development, particularly in the context of analyzing errors in grammar, pronunciation, and sentence structure. This technological advancement facilitates the provision of specific suggestions for improvement, thereby enhancing the learning process and promoting language proficiency. Furthermore, the integration of artificial intelligence (AI) within educational materials has the potential to customize the learning experience, thereby enhancing its effectiveness and efficiency.

These advanced features of AI contribute to improved self-confidence and communication skills in English, making learning more interactive and enjoyable. Murphy (2019) in in (Sptyarini Putri A & Trisna Hady P, 2020)posits that the integration of intelligent systems within educational frameworks can foster student engagement in active and independent learning activities. Furthermore, as posited by (Abimanto & Mahendro, 2023), experts in the field acknowledge the potential of artificial intelligence in the realm of education. They underscore its capacity to furnish inclusive and substantial support and feedback to students, thereby promoting their academic success.

A substantial body of research has underscored the efficacy of artificial intelligence (AI) in enhancing students' pronunciation abilities. One of these publications is a research study conducted by Senowarsito and Sukma Nur Ardini, which bears the title "The Use of Artificial Intelligence to Promote Autonomous Pronunciation Learning." Segmental and Suprasegmental Features Perspective." The research utilized an AI-based application called ELSA for its interventions. The findings demonstrated a substantial correlation between the implementation

of artificial intelligence (AI) and the augmentation of autonomous pronunciation learning. In their research study, titled "The Influence of Pronunciation Education via Artificial Intelligence Technology on Vocabulary Acquisition in Learning English," Ibrahim Yaşar Kazu and Murat Kuvvetli investigated the impact of AI-driven pronunciation education on vocabulary acquisition in English language learning. The findings of the study demonstrated that the implementation of artificial intelligence to assist in the practice of pronunciation led to an enhancement in the retention of words over extended periods.

The two aforementioned studies demonstrated the efficacy of artificial intelligence (AI) in enhancing pronunciation and vocabulary skills, with positive outcomes observed. However, students frequently encounter substantial challenges when attempting to utilize AI in their learning processes. A significant proportion of the population lacks familiarity with advanced technology, which hinders their comprehension of the operation of AI-based applications and tools. This phenomenon is especially evident among students from remote areas or communities with limited access to technology, resulting in lower levels of digital literacy.

As artificial intelligence (AI) technology becomes more pervasive in educational settings, the role of parents as pivotal supporters in their children's learning processes is poised to become increasingly significant. Parents play an important role not only in guiding their children but also in enhancing their own skills and knowledge as educators within the family (Setiawi et al., 2024). Furthermore, it is incumbent upon parents to furnish the requisite resources and support to facilitate the enhancement of their children's learning abilities, taking into account their distinct conditions and needs.

Parents' perceptions and attitudes toward the use of AI have the potential to exert a substantial influence on the successful implementation of this technology. According to (Nurjaman et al., 2020), the term "perception" is defined in Webster's dictionary (1997) as follows: - The act of perceiving or the capacity to perceive; the ability to understand the essence of objects, qualities, and others through the senses, awareness, and comparison. The term "deep knowledge" refers to a comprehensive and nuanced understanding of a subject, often achieved through extensive training, experience, or research. "Intuition" is a subjective term that can be defined as a natural ability to understand or predict events based on instinct or premonition. The ability of the five senses to understand or interpret information is also referred to as "deep knowledge." Furthermore, Anizal (2018) posits in (Pratiwi, 2018) that perception or response is defined as a person's perspective on an object. Perception is defined as the process of interpreting and understanding external stimuli through the senses. This interpretation is influenced by novel or previously unknown events or objects, which are then expressed through a response that may be direct or indirect, verbal or non-verbal, and manifested in words or actions.

A multitude of studies have been conducted that highlight the potential benefits of AI technology in the educational field. However, it is imperative to acknowledge the potential negative impacts that may arise from its implementation. According to the findings of the study by (SHELEMO, 2023), which was referenced by a study by Salsabila (2016), the prolonged use of gadgets by children can have a detrimental effect on their development. Furthermore, as Ariston et al. (2018) explain in (Setiawan, 2023), the growing complexity of technological features has the potential to captivate children's attention, thereby fostering excessive consumerism and even leading to addiction (Ariston et al., 2018). However, Rahmawati (2020) in (SHELEMO, 2023) points out that the use of gadgets in the learning process has both advantages and disadvantages. Parents can guide their children toward the positive aspects of media to help mitigate any adverse effects on their development.

According to the aforementioned perspective, it is evident that parental perceptions will play a pivotal role in the effective integration of artificial intelligence (AI) in the context of English language acquisition. As (Rizkiyana & Kodri, 2023) explain, perception refers to how individuals view an object, which often arises from encounters with new or unfamiliar events.

This phenomenon prompts individuals to articulate their reactions, whether in a direct or indirect manner. In summary, perceptions can be classified as either positive or negative. Parents who hold a positive perception of the utilization of artificial intelligence in English language acquisition are more inclined to offer their endorsement. However, parents who are negative perception may be less supportive of the intervention.

Numerous studies have explored the perceptions of parental technology use in education, including the study titled "Parental Anxiety in Facing Children's Gadget Addiction." This research, conducted by Lilik Setiawan, sought to ascertain the extent of parental anxiety concerning children's excessive reliance on gadgets in Jatipunggur Village. The findings indicated that 33% of parents reported no anxiety (normal), 40% experienced mild anxiety, and 27% experienced moderate anxiety. Additionally, Ill Glassman and her colleagues conducted a study titled "Parents' Perspectives on Using Artificial Intelligence to Reduce Technology Interference During Early Childhood: A Cross-Sectional Online Survey." A significant number of parents reported elevated levels of mobile device utilization and technology interference, or "technoference," in their interactions with their youngest children. A significant proportion of parents, particularly those of younger children from diverse sociodemographic backgrounds, expressed support for the utilization of AI tools to mitigate technoference during parent-child interactions, perceiving it as both acceptable and beneficial.

Based on the explanation above, it is important to investigate the relationship between students' knowledge and use of AI, parents' perceptions of AI, and the students' pronunciation skills. Specifically, the objectives of this study are to find out the influence of AI on students' pronunciation skills at SMPN XYZ Pekanbaru (Ha^1), to find out the influence of parents' perceptions on students' pronunciation skills at SMPN XYZ Pekanbaru (Ha^2), and to find out the combined influence of AI and parents' perceptions on students' pronunciation skills at SMPN XYZ Pekanbaru (Ha^3).

METHOD

This research employed a correlational design to examine the relationships among three variables: (1) students' levels of understanding and using of artificial intelligence (AI), (2) parents' perceptions of AI in English language learning, and (3) students' pronunciation skills.

The first variable, students' levels of understanding and use of AI, was assessed using a Likert scale questionnaire that included ten questions. The second variable, parents' perceptions of using AI in English learning, was evaluated with a separate Likert scale questionnaire consisting of twelve questions. Both questionnaires were tested for validity and reliability before being distributed to students and parents. In the classroom, students were guided in filling out a questionnaire. For parents, a questionnaire was distributed through a WhatsApp group using Google Forms. The third variable, students' pronunciation skills, was measured through a pronunciation test.

To assess the students' pronunciation skills, the students were instructed to read a randomly selected text from the text book of class IX "*Bahasa Inggris* Thing Globally act locally", developed by *Kementrian Pendidikan dan Kebudayan indonesia*. The scoring aspects consist of, accuracy, word stress, intonation, rhythm, fluency and clarity of pronunciation. All data collected was analyzed using SPSS to examine the correlation among three variables.

This research was conducted in January 2025 at SMPN XYZ Pekanbaru, focusing on 9th-grade students. The total population consisted of 285 students, from which a random sample of 166 students was selected using the Slovin formula.

FINDINGS AND DISCUSSION

Descriptive Statistic of Students' Artificial Intelligence (AI)

The students' understanding and use of AI in learning English show in the table below:

Table 1. The Students' Usage and Understanding of AI

Category	Score Range	Frequency	Percentage (%)
Very Good	81-100	17	10%
Good	61-80	123	74%
Moderate	41-60	24	14%
Low	21-40	2	1%
Very Low	0-20	0	0%
Total		166	100
Mean = 70,21			

Table 1 shows that 10% of students were classified as a very good in understanding and use of AI for learning English, while 74% were classified as a good understanding and use, 14% were classified as a moderate, and 1% was classified as a low. Notably, there were no students with very low in understanding and use of AI for learning English,. The conclusion shows that the majority of students (74%) fall into good category in understanding and use of AI in learning English, with an average score of 70.21.

Descriptive Statistic of Parents' Perception

The parents' perception of using AI in learning English show in the table below:

Table 2. The Parents' Perception

Category	Score Range	Frequency	Percentage (%)
Very Positive	81-100	11	7%
Positive	61-80	130	78%
Moderate	41-60	25	15%
Negative	21-40	0	0%
Very Negative	0-20	0	0%
Total		166	100
Mean = 69,60			

Table 2 shows that 7% of parents were classified as having a very positive perception of using AI for learning English, while 78% were categorized as having a positive perception, and 15% had a moderate perception. Notably, there were no parents with negative or very negative perceptions. The conclusion shows that the majority of parents (78%) fall into the positive category in perception of using AI in learning English, with an average score of 69.60.

Descriptive Statistic of Students' Pronunciation Skill

The students' pronunciation skills are shown in the table below:

Table 3. Student Pronunciation Skill

Category	Score Range	Frequency	Percentage (%)
Excellent	81-100	5	3%
Good	61-80	50	30%
Low	41-60	90	54%
Fail	21-40	21	13%
Withdrawal Fail	0-20	0	0%
Total		166	100%
Mean = 58,14			

Table 3 shows that 3% of students were classified as excellent, 30% as good, 54% as low, and 13% as failing in the pronunciation tests. The conclusion drawn was that the majority of students (54.22%) fall into the low category in pronunciation skill, with an average score of 58.14.

The Influence of Artificial Intelligence (AI) on Students' Pronunciation Skill

The first research hypothesis examines the influence of AI on students' pronunciation skills, as shown in the following table.

Table 4. The Influence of Artificial Intelligence (AI) on Students' Pronunciation Skill

N	df	Mean square	F	Sig	R square
166	1	1793.501	11.656	<.001[b]	0.066

Table 4 shows that the number of samples was 166, the standard deviation (df) was 1, the mean square was 179.501, the F-value was 11.656, and the significance level was 0.001, which was smaller than 0.05. Additionally, the R-squared value was 0.066, or 6.6%. It indicated there was a significant influence of AI on students' pronunciation skills. It means Ha was accepted and Ho was rejected.

The present study's findings align with those of numerous prior studies, including Agustina Purnami Setiawi et al.'s study, which bears the title "The Impact of Artificial Intelligence on High School Learning." The objective of this research is to ascertain the impact of artificial intelligence on secondary education. The research approach that the author employs is a qualitative method, incorporating a type of literature study. The findings of this study indicate that the implementation of artificial intelligence (AI) has a substantial impact on the technological development of high school students and the educational system. The integration of novel technologies and programs invariably engenders both positive and negative consequences, which are contingent upon the user's approach. In 2020, Ni Luh Putu Ning Septyarini Putri Astawa and Putu Trisna Hady Permana conducted a research study entitled "Learning Media with Artificial Intelligence in English Learning for Generation Z." The objective of this study was to develop a prototype of English learning media based on artificial intelligence for Grade VIII students of SMPN 5 Mengwi, Bali. The study revealed that 96.1% of students aged 13 to 15 years in Badung Regency have become accustomed to utilizing technology in their daily lives. This phenomenon underscores the pervasive integration of technology into the lives of Generation Z, encompassing various facets, including the pedagogical process.

In consideration of the aforementioned research and discussions, there are several factors that must be taken into consideration in order to ensure the effective functioning of AI in enhancing students' pronunciation skills. First, it is imperative that students develop a comprehensive understanding of the foundational aspects of AI technology. Secondly, it is imperative that they acquire the ability to utilize this technology effectively. Thirdly, the cultivation of independent study skills is imperative. Finally, it is imperative that students develop the capacity to engage in self-evaluations of their academic progress. The influence of parents' perception on students' pronunciation skill.

The Influence of Artificial Intelligence (AI) on Students' Pronunciation Skill

The second research hypothesis examines the influence of parents' perception in using AI on students' pronunciation skills, as shown in the following table.

Table 5. The Influence of Parents' Perception on Students' Pronunciation Skill

N	df	Mean square	F	Sig	R square
166	1	0.243	0.003	.954[b]	0.000

Table 5 shows that the number of samples was 166, the standard deviation (df) was 1, the mean square was 0.423, the F-value was 0.003, and the significance level was .954, which was bigger than 0.05. Additionally, the R-squared value is 0.000, or 0.0%. It indicated there was no significant influence of parents' perception on students' pronunciation skills. It means Ha is rejected and Ho is accepted.

The findings of the study demonstrated that these perceptions did not have a substantial influence on the pronunciation of the students. Despite the fact that parents hold a positive perception of AI, this does not invariably result in enhancements in their children's English pronunciation. This absence of advancement can be ascribed to a variety of factors, including inadequate oversight and direction from parents, which hinders students from employing AI in an effective manner in their learning. This observation is consistent with the findings of several studies below.

The result of the research was further substantiated by Maulinda Fani Ramlah and Zuhad Ahmad, whose work is entitled "Students' and Parents' Perceptions of English E-Learning During the Pandemic." The present study centered on the examination of students' and parents' perceptions of English e-learning during the two-year period of the pandemic (2020-2021). The findings indicated that the majority of students and parents held a predominantly favorable opinion of English e-learning, particularly with regard to the content and the efficacy of the teaching and learning process that occurred in the domestic environment. However, the investigation revealed that a number of students and their parents encountered significant challenges in accessing e-learning technology, experiencing difficulties with internet connectivity or network issues, and facing economic constraints such as internet quota costs.

The validity of the research is further reinforced by the affirmation of Ahmad Subhan Roza, who has provided his endorsement of the research conducted by the aforementioned publication. The research, entitled "An Analysis of Teachers' and Parents' Perceptions on English Online Learning at Junior High School," offers a comprehensive examination of the perspectives of educators and their respective guardians on the efficacy of English language instruction in the virtual learning environment. This research study analyzes the teachers' perceptions regarding English online learning design and the parents' perceptions regarding English online learning design at SMP Negeri 01 Seputih Surabaya. The results demonstrated that: The teacher's perception of the implementation of online learning in English indicates that the teacher perceives online learning to be challenging to apply, particularly in shaping the character of students. This phenomenon can be attributed to several factors. Primarily, educators find themselves unable to effectively monitor and supervise students in a direct manner. Additionally, schools often lack the necessary technological resources to facilitate online learning. Finally, educators have expressed concerns that students are encountering challenges in comprehending the instructional content. Secondly, the perceptions of parents regarding the implementation of online English learning have been demonstrated to be indicative of the ineffectiveness of online learning. This phenomenon can be attributed to the perception of parents that their children are not performing optimally in their studies and continue to encounter difficulties.

In order to enhance the efficacy of artificial intelligence (AI) in improving students' pronunciation, it is recommended that parents take the following steps: The initial step entails the provision of essential resources, including smartphones and internet access. Secondly, educators are charged with the responsibility of imparting knowledge to students regarding the effective utilization of AI applications. Finally, the institution should establish a structured learning program and closely monitor students as they utilize AI in their academic pursuits.

The influence of Artificial Intelligence (AI) and Parents' Perception on Student's Pronunciation Skill

The last hypothesis examines the influence of Artificial Intelligence (AI) and parents' perception on students' pronunciation skills, shows in the following table.

Table 6. The Influence of Artificial Intelligence (AI) and parents' perception on students' pronunciation skill

N	df	Mean square	F	Sig	R square
166	2	897.283	5.796	.004[b]	0.066

Table 6 shows that the number of samples was 166, the standard deviation (df) was 2, the mean square was 897.283, the F-value was 5.796, and the significance level was 0.004, which was smaller than 0.05. Additionally, the R-squared value was 0.066, or 6.6%. It indicated there was a significant influence of Artificial Intelligence (AI) and parents' perception on students' pronunciation skills. It means Ha is accepted and Ho was rejected.

The findings of this study are consistent with those of Enik Rukiati's research, which is entitled "AI on Learning English: Application, Benefit, and Threat". The writers aim to gain a deeper understanding of the ways in which AI is being used to enhance the learning of English as a foreign language by conducting an in-depth analysis of the existing literature on this topic. The study concluded that the integration of artificial intelligence (AI) in English Language Teaching (ELT) can be regarded as both advantageous and potentially hazardous, contingent upon the manner in which it is employed and executed. Artificial intelligence (AI) technology has the potential to enhance the efficacy and efficiency of language learning by providing customized feedback and exercises that are tailored to the distinct needs and learning styles of individual students. The following text is intended to provide a comprehensive overview of the subject matter. Furthermore, the extensive literature review has primarily focused on identifying relevant scholarly articles, books, and additional sources that explore the intersection of AI and ELT.

This assertion is further substantiated by the findings of Jian Tao and Yueting Xu (2022) in their research, entitled "Parental support for young learners' online learning of English in a Chinese primary school." This qualitative study examines how parents support their children's online learning of English during the pandemic. The study is based on interviews with 30 parents of students in Grades 1–5 at a Chinese primary school. The study revealed a range of supportive practices, with monitoring of learning emerging as the top priority for parents, followed by affective, academic, and technology support. Parents also sought to assist teachers by playing a bridging role, facilitating interactions between teachers and students, particularly in cases where they were unable to provide direct assistance. In light of these findings, a tripartite model of parental support for young learners' online learning of English was proposed. This model incorporates interactions between parents, young learners, and teachers, with the potential to inform research and practice in the domain of young learners' online language learning.

The third hypothesis indicates that both factors significantly influenced student pronunciation skills, although the overall effect was relatively small, at only 6.6%. This research suggests that collaboration between parents and teachers is essential for effectively utilizing AI as a tool for English language acquisition. The following recommendations are hereby presented for the consideration of educators: Firstly, Collaborating with students' parents is also strongly recommended, as is helping them understand the advantages of using AI in education. Secondly, the objective is to provide parents and students with the necessary guidance on the effective utilization of artificial intelligence. Thirdly, the establishment of regular learning programs is paramount. Fourthly, the implementation of a supervisory mechanism to oversee the project's progress is imperative. Finally, conducting regular evaluations is also recommended.

CONCLUSIONS

The study revealed that 70.21% of students demonstrated an understanding and utilization of AI in English language acquisition, and the findings indicated a 6% correlation between AI and students' pronunciation. It is evident that a subset of students has been exposed to, and some have utilized, artificial intelligence (AI) in their English language learning. However, based on interviews with teachers, it is indicated that the students have not been introduced to, nor have they been given formal instructions regarding, the application and use

of AI in this context. Consequently, teachers must incorporate a comprehensive socialization initiative encompassing the applications of AI, their functionalities, and utilization methodologies. This initiative is designed to ensure optimal benefits are derived from AI integration. The mean score of parents' perception of AI's use in English language acquisition is 69.60%. In the case of positive perception, it can be deduced that the majority of parents are in support of the utilization of AI in English language learning. However, the findings of the research indicate that there is no significant influence of parents' perception on students' pronunciation skills. In this case, further research is necessary to examine the role of parents in guiding and supervising their children's use of AI applications and the internet at home. The mean percentage of students' pronunciation skills categorized as "low" is 58.14%, and the final hypothesis posits that the influence of Artificial Intelligence (AI) and parental perception on students' pronunciation skills is significant. The findings of this study demonstrate a substantial influence of both artificial intelligence and parental perception on students' pronunciation skills. In order to achieve a favorable outcome, it is recommended that a robust collaborative relationship be cultivated between parents and educators, given the documented efficacy of artificial intelligence (AI) in facilitating English language acquisition. This underscores the significance of effective communication and the formulation of coordinated teaching strategies.

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