

**IMPLEMENTASI CHATBOT BERBASIS DRILL AND
PRACTICE DALAM PENINGKATAN HASIL BELAJAR
KETERAMPILAN ENGLISH SPEAKING PADA ASPEK
PRONUNCIATION**



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SPEAKING PADA ASPEK PRONUNCIATION**

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ABSTRAK

Penelitian ini bertujuan untuk mengimplementasikan chatbot berbasis model drill and practice dalam meningkatkan keterampilan berbicara bahasa Inggris, khususnya pada aspek pronunciation. Metode penelitian menggunakan pendekatan mixed-methods dengan memadukan model Research and Development (ADDIE) dan quasi-experimental design dengan pola pretest–posttest control group. Partisipan penelitian terdiri dari 76 siswa kelas VIII SMPN 5 Kota Cirebon yang dibagi menjadi kelompok eksperimen dan kontrol. Instrumen yang digunakan mencakup rubrik penilaian pronunciation berdasarkan Cambridge English Linguaskill Speaking Global Assessment Criteria, lembar observasi, dan kuesioner persepsi siswa. Analisis data dilakukan melalui uji normalitas, Wilcoxon Signed Rank Test, Mann–Whitney U Test, serta perhitungan N-Gain, dilengkapi analisis kualitatif dari observasi dan kuesioner. Temuan mengungkapkan bahwa penggunaan chatbot berbasis latihan-dan-praktik memiliki dampak positif terhadap peningkatan keterampilan pelafalan siswa, meskipun peningkatan yang dicapai masih berada dalam kategori rendah, dengan skor N-Gain sebesar 0,25. Chatbot ini terbukti memberikan kesempatan praktik yang lebih luas, fleksibel, dan personal bagi siswa, serta memfasilitasi umpan balik instan yang sulit didapatkan dalam pembelajaran konvensional. Hasil ini menunjukkan bahwa chatbot dapat berfungsi sebagai media tambahan yang efektif dalam pembelajaran bahasa Inggris, khususnya untuk melatih pelafalan baik secara mandiri maupun terintegrasi dengan pembelajaran di kelas.

Kata Kunci : *Chatbot, Drill and Practice, Speaking Skill, Pronunciation.*

**IMPLEMENTATION OF DRILL AND PRACTICE-BASED CHATBOT TO
IMPROVE ENGLISH SPEAKING SKILLS LEARNING OUTCOMES IN THE
PRONUNCIATION ASPECT**

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ABSTRACT

This study aims to implement a drill and practice-based chatbot to improve English speaking skills, particularly in the aspect of pronunciation. The research employed a mixed-methods approach by combining the Research and Development (ADDIE) model with a quasi-experimental design using a pretest–posttest control group pattern. The participants consisted of 76 eighth-grade students from SMPN 5 Cirebon, divided into experimental and control groups. The instruments used included a pronunciation assessment rubric based on the Cambridge English Linguaskill Speaking Global Assessment Criteria, observation sheets, and student perception questionnaires. Data analysis was conducted through normality tests, the Wilcoxon Signed Rank Test, the Mann–Whitney U Test, and N-Gain calculation, complemented by qualitative analysis from observations and questionnaires. The findings revealed that the use of a drill and practice-based chatbot had a positive impact on improving students' pronunciation skills, although the improvement achieved remained in the low category, with an N-Gain score of 0.25.. The chatbot was proven to provide broader, more flexible, and personalized practice opportunities for students, as well as facilitate instant feedback that is difficult to obtain in conventional learning. These results indicate that chatbots can serve as an effective supplementary medium in English language learning, particularly for practicing pronunciation both independently and in integration with classroom learning.

Keywords : Chatbot, Drill and Practice, Speaking Skill, Pronunciation.

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