

**EXPLORING THE USE OF CHATGPT IN ENHANCING
STUDENTS' SELF-LEARNING PRONUNCIATION**

THESIS

This Thesis is Submitted to Fulfill the Requirement for “Sarjana” Degree in
English Tadris Study Program



Written by:

MUHAMMAD ARYA NANDO

22551030

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTES OF CURUP**

2026

Hal : Pengajuan Sidang Munaqasah

Kepada

Yth. Dekan Fakultas Tarbiyah IAIN Curup

Di –

Curup

Assalamualaikum Warohmatullahi Wabarokatuh

Semoga bapak selalu dalam Kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Muhammad Arya Nando (22551030)** sebagai mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul "**Exploring the Use of Chatgpt in Enhancing Students' Self-learning Pronunciation**" sudah dapat diajukan dalam sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini, Terima Kasih.

Wassalamu'alaikum Warohmallllahi Wabarokatuh

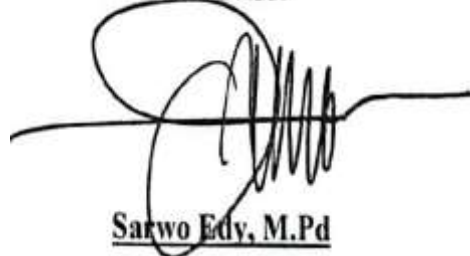
Curup, 07 Juli 2026

Advisor



Jumatul Hidayah, M.Pd
NIP.197802242002122002

Co-Advisor


Sarwo Edy, M.Pd

NIP. 198106072023211011

STATEMENT OF OWNERSHIP

The Author who has signed below:

Name : Muhammad Arya Nando

NIM : 22551030

Study Program : Tadris Bahasa Inggris

Faculty : Tarbiyah

Declares that the thesis entitled “**Exploring the Use of Chatgpt in Enhancing Students’ Self-learning Pronunciation**” was written honestly and to the best of my ability. If this thesis contains any mistakes in the future, I am fully prepared to take responsibility for the consequences and accept any academic sanctions in accordance with the regulations of Institut Agama Islam Negeri Curup.





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INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP

Jalan Dr. A.K. Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

A P P R O V A L

Nomor : **1119** /In.34/FT/PP.00.9/8/2026

Name : MUHAMMAD ARYA NANDO

NIM : 22551030

Departement : English Tadris Study Program

Title : Exploring the Use of Chatgpt in Enhancing Students' Self-learning Pronunciation

Had examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : Wednesday, July 22nd 2026

Time : 11.00 PM– 12.30 PM

At : Room 02 TBI IAIN Curup

Has been received to fulfill the requirement for the degree of *Strata 1* in English Study Program of *Tarbiyah* of IAIN Curup.

Curup, July 2026

Examiners:

Head

Secretary

Jumatul Hidayah, M.Pd
NIP. 197802242002122002

Sarwo Ldy M.Pd
NIP. 19810607202311011

Examiner I

Examiner II

Dr. Leffi Noviyenty, M.Pd
NIP. 197611062003122004

Nastiti Handayani M.Pd
NIP. 199009022025212064

Dean
Faculty of Tarbiyah

Dr. Bakti Komalasari, S.Ag., M.Pd
NIP. 197011072000032004

PREFACE

All praise and gratitude be to Allah SWT, who has given me strength, patience, and guidance in completing this thesis. This thesis is written to fulfill one of the requirements of Institute Agama Islam Negeri (IAIN) Curup for Sarjana Degree.

The topic of this research focuses on the role of ChatGPT in assisting students' self-learning pronunciation and how students utilize ChatGPT to improve their pronunciation learning. I became interested in this topic because the development of artificial intelligence technology has provided new opportunities for language learners, particularly in practicing English pronunciation independently. ChatGPT has become one of the AI-based tools increasingly used by students in their learning activities, encouraging me to explore how students use ChatGPT as a digital learning support tool to develop their pronunciation skills beyond classroom activities.

I hope that this research can provide useful insights for students, lecturers, and future researchers regarding the implementation of ChatGPT as a supportive tool in pronunciation learning. Although this thesis is far from perfect, I hope that it can contribute to the development of the English Tadris Study Program and become a valuable reference for future studies related to artificial intelligence, self-learning, and pronunciation instruction.

Curup, July 2026

Author

Muhammad Arya Nando

NIM. 22551030

ACKNOWLEDGMENT

Bismillahirrahmanirrahim

Assalamu 'alaikum warahmatullahi wabarakatuh.

Alhamdulillahirabbil'alamin, all praise is only for Allah SWT, who has bestowed His mercy, guidance, and wisdom upon the researcher so that this thesis could be completed. Shalawat and salam are always delivered to our beloved Prophet Muhammad SAW, who has guided us from the era ignorance (Jahiliyyah) to the path of enlightenment we live in today.

This thesis, entitled **“Exploring the Use of Chatgpt in Enhancing Students’ Self-learning Pronunciation”**, is submitted as one of the requirements for obtaining the “Sarjana” degree in English Tadris Study Program at IAIN Curup, in the process of completing this research, the researcher received tremendous support, guidance, motivation, and assistance from many parties. Therefore, with heartfelt gratitude, the researcher would like to express sincere appreciation to:

1. **Khoirunnisa, M.Pd.**, the Head of the English Tadris Study Program, for her support, guidance, and assistance throughout the completion of this thesis.
2. **Jumatul Hidayah, M.Pd.**, as the advisor, for her patience, dedication, valuable guidance, constructive suggestions, and continuous encouragement throughout every stage of this research.
3. **Sarwo Edy, M.Pd.**, as the co-advisor, for his insightful feedback, thoughtful advice, and unwavering support that significantly contributed to the completion of this thesis.
4. **All lecturers and academic staff of the English Tadris Study Program at IAIN Curup**, for sharing their knowledge, experiences, and inspiration throughout the researcher's academic journey.
5. **My beloved father**, Abdul Rosid, thank you for your unconditional love, endless sacrifices, unwavering support, and sincere prayers throughout every stage of my life. Your hard work, wisdom, and perseverance have inspired me to become a stronger and more responsible person. Thank you for always believing in my abilities and encouraging me to pursue my dreams without hesitation. Every

achievement I accomplish is a reflection of your endless support and guidance. I dedicate this thesis to you with love and gratitude, hoping that I can always make you proud.

6. **My beloved mother**, Herni, whose unconditional love, endless prayers, patience, and sacrifices have become the greatest source of strength in my life. Thank you for believing in me, supporting every decision I have made, and never allowing me to give up, even during the most difficult moments. Your love and prayers have carried me this far, and this achievement belongs to you as much as it belongs to me.
7. **My beloved family**, especially my younger brother, Muhammad Galih Alviando, thank you for your love, encouragement, and support throughout my academic journey. Your presence and motivation have always reminded me to keep moving forward and never lose hope. I am truly grateful to have you as part of my life.
8. **My favorite person**, my love, Nazlah Oktavia Ramadani, thank you for always standing beside me through every high and low of this journey. Thank you for your endless patience, understanding, encouragement, and unwavering belief in me, even when I doubted myself. Your presence has been one of my greatest sources of comfort, happiness, and motivation. Thank you for celebrating every small achievement with me and for reminding me that I was capable of reaching this milestone. I am truly grateful to have you in my life.
9. **My best friends in the English Tadris Study Program**, Deki Prayogo, Dio Putra Ramadhan, and Rajes Sadeva, thank you for your companionship, endless support, meaningful discussions, and encouragement throughout our academic journey. I am grateful to have shared countless memorable moments with all of you.
10. **My thesis supervision friends**, Niko, Rajes, Rahma, Wulan, Delfi, Stefani, Nesa, Viona, Reni, and Lova, thank you for the discussions, constructive feedback, encouragement, and unforgettable experiences throughout our thesis supervision meetings. It has been a pleasure to grow and complete this journey together.

11. **My classmates in the English Tadris Study Program**, Class of 2022, and everyone at E-Station, thank you for the friendship, cooperation, support, and wonderful memories throughout my years at IAIN Curup.
12. **Last but not least**, I would like to express my deepest appreciation to myself, Muhammad Arya Nando. Thank you for staying strong through every challenge, believing in yourself during moments of uncertainty, and refusing to give up despite the obstacles along the way. Every sacrifice, sleepless night, disappointment, and achievement has shaped the person you are today. This thesis is proof that perseverance, faith, and determination can overcome every challenge. I am proud of how far I have come, and I hope this achievement becomes the beginning of many greater successes in the future.

Finally, may Allah SWT reward all kindness and support with abundant blessings. Aamiin.

Wassalamu'alaikum warahmatullahi wabarakatuh.

Curup, July 2026

Author

Muhammad Arya Nando

NIM. 22551030

MOTTO

"Be someone who dares to be different, because true value is not found in those who simply follow the crowd, but in those who have the courage to pursue meaningful dreams, build positive habits, and create their own path to success."

– Muhammad Arya Nando –

DEDICATION

I dedicate this thesis to my beloved parents, my respected advisors, my lecturers, my family, my beloved partner, my dear friends, and myself. Thank you for your endless love, prayers, guidance, encouragement, and unwavering support throughout this journey. This achievement belongs to all of you.

ABSTRACT

Muhammad Arya Nando : Exploring The Use of Chatgpt in Enhancing
Students Self-learning Pronunciation

NIM : 22551030

Advisor : Jumatul Hidayah, M.Pd

Co-advisor : Sarwo Edy, M.Pd

This research explored the role of ChatGPT in supporting students' self-learning pronunciation and how students utilized it to improve their English pronunciation in the English Tadris Study Program at IAIN Curup. This study employed a descriptive qualitative design. Data were collected through semi-structured interviews. The participants were fourth-semester students selected through purposive sampling.

The findings showed that ChatGPT supported students' pronunciation learning by improving pronunciation proficiency, increasing learning motivation and confidence, and developing self-regulated learning strategies. In addition, ChatGPT served as an alternative pronunciation practice partner and encouraged students to verify pronunciation using other digital resources. Students utilized ChatGPT for automated speech analysis and pronunciation feedback, instant pronunciation support, text-based clarification during voice practice, and context-based pronunciation preparation for academic and daily communication.

Overall, ChatGPT functioned as an helpful AI-assisted learning tool that supported independent pronunciation practice through immediate feedback, repeated practice, self-monitoring, and reflective learning. Rather than replacing lecturers, ChatGPT complemented classroom learning by promoting learner autonomy, improving pronunciation confidence, and encouraging continuous self-learning beyond the classroom.

Keywords: *ChatGPT, self-learning pronunciation, pronunciation learning, learner autonomy, descriptive qualitative research*

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CHAPTER I

INTRODUCTION

A. Research Background

Pronunciation plays a crucial role in achieving communicative competence in English, particularly in EFL contexts where intelligibility is more important than native-like accuracy. intelligible pronunciation significantly affects listeners' comprehension and interactional success. In communicative language teaching, pronunciation is no longer viewed merely as mechanical articulation,¹ But as an integral component of spoken discourse involving stress, rhythm, and intonation.

In many EFL classrooms, pronunciation remains a challenging aspect of language learning due to limited exposure to authentic spoken English. highlights that learners in foreign language contexts often struggle with segmental features (such as vowels and consonants) and suprasegmental features (such as stress and intonation).² These difficulties are often influenced by first language interference and insufficient corrective feedback. Moreover, pronunciation errors may fossilize when learners do not receive consistent input and practice opportunities. This situation indicates the need for sustained and individualized pronunciation support beyond traditional classroom instruction.

¹Tracey M. Derwing and Murray J. Munro, *Pronunciation Fundamentals: Evidence-Based Perspectives for L2 Teaching and Research*, 2nd ed. (New York: Routledge, 2021).

² Kazuya Saito and Luke Plonsky, "The Effects of Second Language Pronunciation Instruction: A Meta-Analysis," *Language Learning* 71, no. 3 (2021): 789–834. Kazuya Saito and Luke Plonsky, "The Effects of Second Language Pronunciation Instruction: A Meta-Analysis," *Language Learning* 71, no. 3 (2021): 789–834.

In the Indonesian EFL context, English functions primarily as a foreign language, limiting students' opportunities for real-life interaction. pronunciation instruction in Indonesian universities often receives less emphasis compared to grammar and reading skills.³ As a result, many students demonstrate adequate receptive knowledge but experience difficulty producing intelligible spoken English. This gap suggests that alternative approaches, particularly technology-assisted solutions, may help address persistent pronunciation challenges in higher education.

Traditional pronunciation teaching in many higher education settings tends to be teacher-centered, where feedback is provided collectively rather than individually. limited classroom time often prevents instructors from offering detailed corrective feedback tailored to each learner's phonological needs.⁴ As a result, students may not clearly understand their specific pronunciation weaknesses. This constraint reduces opportunities for repeated and focused practice, which is essential for phonological development.

Another limitation lies in the lack of continuous and self-directed practice outside the classroom.improvement in pronunciation requires consistent exposure, repetition, and meaningful feedback.⁵ However, classroom-based instruction alone rarely provides sufficient intensity or duration of practice.

³ N. Nurhayati and L. Suryani, "Pronunciation Teaching Practices in Indonesian Higher Education: Challenges and Opportunities," *Journal of English Language Teaching* 11, no. 2 (2022): 45–58.

⁴ Graeme Couper, "Pronunciation Teaching Issues: Answering Teachers' Questions," *RELC Journal* 52, no. 1 (2021): 3–18.

⁵ Ron I. Thomson and Tracey M. Derwing, "The Effectiveness of L2 Pronunciation Instruction: A Synthesis of 20 Years of Research," *Language Teaching* 53, no. 2 (2020): 161–191

Without structured self-learning strategies, students tend to depend heavily on lecturers, limiting the development of learner autonomy.

Self-learning in higher education emphasizes learners' responsibility for managing their own learning process. autonomy as the capacity to control learning objectives, strategies, and evaluation.⁶ In pronunciation learning, this includes identifying problematic sounds, setting improvement goals, and monitoring progress. Autonomy aligns with 21st-century educational goals that promote independent and lifelong learning skill.

In the digital era, technology plays a significant role in fostering learner autonomy. digital tools empower learners to extend language practice beyond formal classroom boundaries.⁷ By providing access to flexible, self-paced learning environments, technology supports personalized practice. Therefore, integrating digital tools into pronunciation learning may enhance students' self-directed learning capacity.

Artificial Intelligence (AI) has transformed language education by enabling adaptive and interactive learning environments. AI-driven systems can analyze learner input and provide personalized feedback in real time.⁸ This immediacy enhances learning efficiency and supports individualized development. In language education, AI tools can simulate authentic communication while

⁶ Phil Benson, *Teaching and Researching Autonomy in Language Learning*, 3rd ed. (London: Routledge, 2021).

⁷Ching Lai, "Digital Technology and Learner Autonomy: Opportunities and Challenges in Language Learning," *Language Learning & Technology* 26, no. 1 (2022): 1–18.

⁸ Wayne Holmes and Ilkka Tuomi, "Artificial Intelligence in Language Education: Adaptive Learning and Personalized Feedback," *Journal of Educational Technology* 48, no. 3 (2022): 215–230.

offering corrective guidance. In pronunciation learning, AI-powered speech recognition systems have shown promising results. automated pronunciation feedback improves learners' phonological accuracy and self-awareness.⁹ AI systems can detect mispronunciations and provide phonetic explanations, helping learners refine articulation. This type of feedback is particularly valuable in EFL contexts where teacher availability is limited.

In the Indonesian EFL context, pronunciation learning still becomes an important issue because students have limited exposure to English outside the classroom. Although students learn English formally, they often do not have enough opportunities to practice pronunciation continuously in real communication. This condition makes pronunciation practice depend not only on classroom instruction, but also on students' independent learning efforts outside the classroom.

In addition, English is generally learned as a foreign language in Indonesia after students have acquired their first language (local or regional language) and Indonesian as the national language. As a result, students often transfer the sound patterns, stress, and intonation of their first language into English pronunciation. The influence of local dialects and mother tongue interference makes English pronunciation more challenging, particularly when students encounter English sounds that do not exist in their native languages. Therefore, technology-based

⁹ X. Li, "AI-Assisted Pronunciation Learning: Effects on Phonological Accuracy and Learner Self-Awareness," *Computer Assisted Language Learning* 36, no. 2 (2023): 145–162..

learning tools, including ChatGPT, may provide additional support for students who want to practice pronunciation independently.

In the English Tadris Study Program at IAIN Curup, pronunciation is still one of the main challenges faced by students. Based on the researcher's preliminary observation in several speaking classes, many students are able to form correct sentences grammatically, but they often mispronounce certain words. The researcher also observed that some students' pronunciation was influenced by the phonological patterns of their local dialects, resulting in inaccurate vowel production, misplaced word stress, or the omission of final consonants. Common problems include incorrect vowel sounds, wrong word stress, and unclear final consonants. These pronunciation errors sometimes make their speech less understandable. Although lecturers give corrections during class, the time is limited and not all students receive detailed feedback.

From informal interviews with several fourth semester students, it was found that many of them are aware of their pronunciation weaknesses. However, they do not know how to practice effectively by themselves. Some students said that they only practice when they have speaking assignments. Others admitted that they feel shy or afraid of making mistakes when practicing in front of their classmates. This shows that pronunciation problems are not only technical but also related to confidence and anxiety.

Interestingly, some students have started using digital tools to help them learn pronunciation independently. They mentioned using Google Translate, YouTube videos, and recently ChatGPT to check pronunciation and ask about phonetic

symbols or word stress. A few students who used ChatGPT's voice feature said that they could practice speaking without feeling judged. They felt more comfortable repeating words and asking questions. However, their use of ChatGPT is still informal and not guided by clear learning strategies.

A preliminary survey was conducted through Google Forms among students of the English Tadris Study Program at IAIN Curup in the 2024/2025 academic year. There were 55 students in this academic year, and 33 students filled out the Google Form distributed by the researcher. The result showed that 27 students had used ChatGPT for pronunciation practice. After that, the researcher identified students who had obtained an A grade in the Phonology course, and 16 students met this academic criterion. Then, the researcher cross-checked the 27 students who had used ChatGPT for pronunciation practice with the 16 students who had obtained an A grade in Phonology. Based on this process, 12 students met all the criteria required for this research. These findings indicate that the use of ChatGPT for pronunciation learning already exists among students, but its role and utilization in supporting students' self-learning pronunciation have not been explored in depth.

Despite this growing use of ChatGPT among students, there has been no specific research in the English Tadris Study Program of IAIN Curup that explores how ChatGPT actually helps students improve their self-learning pronunciation. It is still unclear how students use it, what benefits they gain, and what challenges they face. Therefore, this phenomenon becomes important to

investigate in order to understand the real role of ChatGPT in enhancing students' self-learning pronunciation.

In addition, the results of this study are expected to assist English lecturers and institutions in integrating AI tools effectively into pronunciation instruction to support self-directed learning. Based on the explanation above, the researcher is interested in conducting a study entitled ***The Use of Chat GPT in Enhancing Students' Self-Learning Pronunciation.***

B. Research Questions

Based on the research background described above, this study addresses the following research questions:

1. What is the role of ChatGPT in assisting students' self-learning pronunciation at English Tadris Study Program of IAIN Curup?
2. How do students utilize ChatGPT to enhance their self-learning pronunciation at English Tadris Study Program of IAIN Curup?

C. Objectives of the Study

In accordance with the research questions stated above, the objectives of this study are:

1. To investigate the role of ChatGPT in assisting students' self-learning pronunciation at English Tadris Study Program of IAIN Curup.
2. To explore how students utilize ChatGPT to enhance students' self-learning pronunciation at English Tadris Study Program of IAIN Curup.

D. Delimitation of the Research

This research is delimited to the use of ChatGPT in enhancing students' self-learning pronunciation. The focus of this study is limited to students of the English Tadris Study Program at IAIN Curup who had completed the Phonology course, obtained an A grade, and had experience using ChatGPT for pronunciation practice. This delimitation was made to ensure that the participants had sufficient background knowledge of pronunciation and direct experience with the use of ChatGPT in pronunciation learning.

In terms of content, this research focuses only on the role of ChatGPT in assisting students' self-learning pronunciation and how students utilize ChatGPT to enhance their pronunciation learning. The study does not examine all English language skills, such as reading, writing, listening, or general speaking ability. It specifically focuses on pronunciation aspects, including pronunciation errors, corrective feedback, repeated practice, motivation, confidence, and self-regulated pronunciation learning strategies.

E. Definition of The Key Terms

1. ChatGPT

ChatGPT is a software application that enables users to interact through natural, conversational language.¹⁰ It generates human-like text by learning

¹⁰*Encyclopaedia Britannica*, s.v. "ChatGPT," 2025, <https://www.britannica.com/>

patterns from large amounts of training data. Built on the Generative Pre-trained Transformer (GPT) architecture, ChatGPT uses a neural network specifically designed for natural language processing, allowing it to understand user input and respond in a manner similar to human conversation. In this study, ChatGPT refers to the AI based conversational tool that students use for practicing English pronunciation through its voice chat and general chat features, which provide real time interaction, immediate feedback, and opportunities for repeated pronunciation practice in self-directed learning contexts.

2. Pronunciation

Pronunciation refers to the production of speech sounds, stress, rhythm, and intonation patterns that comprise the sound system of a language.¹¹ In second language acquisition, it involves accurate articulation of segmental features (individual sounds) and suprasegmental features (stress, rhythm, intonation) to achieve intelligibility and effective oral communication. In this study, pronunciation encompasses students' production of English sounds and prosodic features as practiced and developed through self-learning activities using ChatGPT.

3. Self-Learning / Autonomous Learning

Self-learning or autonomous learning refers to a learning process in which learners take initiative and responsibility for setting learning goals, selecting

¹¹ Marianne Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages* (Cambridge: Cambridge University Press, 1996).

strategies, and evaluating their own progress without constant guidance from an instructor.¹² It emphasizes learner control, self-regulation, and active engagement in the learning process. In this study, self-learning pronunciation refers to students' independent pronunciation practice and development activities conducted outside formal classroom instruction, in which students autonomously use ChatGPT to practice pronunciation, receive feedback, and regulate their own learning progress.

F. Significance of The Research

The findings of this research are expected to provide benefits for students, English lecturers, and the institution.

1. Students

This research is expected to help students understand how ChatGPT can be used as a self-learning tool for pronunciation practice. The findings may provide insights into how students can use ChatGPT to identify pronunciation errors, receive feedback, practice repeatedly, and improve their pronunciation independently. This research may also encourage students to develop greater learning autonomy, pronunciation confidence, and motivation to practice English outside the classroom.

2. Lecturers

The findings of this study are expected to provide English lecturers with practical information about the use of ChatGPT as a supplementary tool in

¹² David Little, *Learner Autonomy 1: Definitions, Issues and Problems* (Dublin: Authentik, 1991).

pronunciation learning. Lecturers may use the results of this research to guide students in practicing pronunciation independently through ChatGPT while still providing classroom instruction and feedback. This research may also help lecturers encourage students to use AI-based tools critically and responsibly in supporting their pronunciation learning.

3. Institution

For the institution, this research is expected to provide a reference for integrating AI-based technologies into English language learning programs. The findings may support the development of innovative and learner-centered learning strategies, especially in pronunciation learning. In addition, this research may contribute to institutional awareness of the importance of digital learning support in helping students practice English independently beyond classroom instruction.

G. Organization of the Research

The framework of this research includes

Chapter I: Introduction, which covers the general information of the research, the problem with the research, the research questions, the research objectives, the delimitation of the research, the significance of the research, and the structure of the research.

Chapter II: Literature Review, it explains about the literature review which consist theoretical framework about ChatGPT, as well as the theory about students' self-learning pronunciation.

Chapter III: Research Methodology, This chapter explains the research design, subject of the research, technique of collecting data, instrument of the research, technique of data analysis, and trustworthiness of the data. This chapter describes how the research was conducted in order to answer the research questions.

Chapter IV: Findings and Discussion This chapter presents the research findings based on thematic analysis of interview data. The findings are organized based on the research questions and the themes found from students' responses. This chapter also discusses the findings in relation to relevant theories on pronunciation learning, self-learning, learner autonomy, and AI-assisted language learning.

Chapter V: Conclusion and Suggestions This chapter presents the conclusion of the research based on the findings and discussion. It also provides suggestions for students, English lecturers, the institution, and future researchers. In addition, this chapter acknowledges the limitations of the study.

CHAPTER II

LITERATURE REVIEW

This present chapter reviews the literature employed as framework of this research, it covers some key concepts, theories, arguments, and indicators from each variable that will discuss and examine in this research.

A. Pronunciation

1. Definition of Pronunciation

Pronunciation is understood as the production of speech sounds that allow speakers to convey meaning effectively and enable listeners to understand spoken language accurately.¹³ It involves not only how sounds are articulated by the speaker but also how they are perceived by the listener, highlighting its central role in successful oral communication. From this perspective, accurate pronunciation ensures that spoken messages are delivered clearly and received as intended in real communicative contexts.

Pronunciation is regarded as a crucial component of oral communication because it directly influences intelligibility, comprehensibility, and perceived accentedness, all of which affect how well a speaker is understood by listeners. Effective pronunciation does not require native like speech but should prioritize being understandable and communicatively effective,

¹³Christiane Dalton and Barbara Seidlhofer, *Pronunciation* (Oxford: Oxford University Press, 1994).

rather than perfectly accurate in form.¹⁴ From this perspective, pronunciation functions as a practical communicative skill that supports successful meaning exchange instead of merely reflecting linguistic correctness.

Based on these perspectives, pronunciation can be understood as a fundamental component of spoken language competence that directly influences how effectively speakers communicate their intended meaning. It goes beyond accurate sound production to include intelligibility and the ability to convey messages clearly in real interactions. Therefore, pronunciation plays a central role in successful oral communication, particularly in EFL contexts where clear understanding is essential.

2. Components of Pronunciation

Pronunciation consists of two main components:

a) Segmental Features

Segmental features refer to individual speech sounds, including vowels and consonants, that function as the basic units of spoken language and distinguish meaning between words. Accurate production of these sounds is essential because mispronunciation can lead to changes in meaning and cause misunderstanding.¹⁵ Segmental accuracy is

¹⁴ Tracey M. Derwing and Murray J. Munro, "Second Language Accent and Pronunciation Teaching," *TESOL Quarterly* 39, no. 3 (2005): 379–397.

¹⁵ Marianne Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin, *Teaching Pronunciation: A Course Book and Reference Guide*, 2nd ed. (Cambridge: Cambridge University Press, 2010).

fundamental in pronunciation teaching since vowels and consonants directly affect intelligibility in spoken communication. For EFL learners, difficulties in producing English segmental sounds often arise from differences between their first-language phonological system and that of English, which influence both perception and articulation.

b) Suprasegmental Features

Suprasegmental features refer to aspects of pronunciation that extend beyond individual sounds, including stress, intonation, and rhythm, and they operate across larger units of speech such as syllables, words, and complete utterances. These features play a crucial role in expressing meaning, attitude, and emphasis in spoken communication.¹⁶ Suprasegmental elements particularly stress and rhythm are central to intelligibility because they help listeners process and understand spoken English more effectively. Proper control of intonation patterns, stress placement, and rhythmic flow therefore enhances speech clarity, and in many communicative situations, mastery of suprasegmental features contributes more significantly to overall intelligibility than precise segmental accuracy.

3. Pronunciation Challenges for Indonesian EFL Learners

In the broader context of English language education in Indonesia, pronunciation remains one of the most persistent challenges for EFL

¹⁶ Judy B. Gilbert, *Teaching Pronunciation: Using the Prosody Pyramid* (Cambridge: Cambridge University Press, 2008).

learners due to fundamental differences between the Indonesian and English phonological systems, limited exposure to authentic spoken English, and minimal opportunities for intensive oral practice. These systemic challenges create recurring pronunciation difficulties that affect learners' intelligibility and confidence in spoken communication.

a) Phoneme Differences

Several English phonemes do not exist in the Indonesian phonological inventory, making them particularly difficult for Indonesian learners to perceive and produce accurately. The interdental fricatives /θ/ (as in 'think') and /ð/ (as in 'this') are consistently problematic because Indonesian lacks these sounds entirely, often leading learners to substitute them with /t/, /d/, or /s/. Similarly, the labiodental fricative /v/ (as in 'very') is frequently replaced with /f/ or /w/ because Indonesian does not distinguish between /v/ and /f/ phonemically.¹⁷

b) Word Stress Differences

English word stress patterns pose significant challenges for Indonesian learners because stress placement in English is unpredictable and lexically determined, whereas Indonesian typically employs penultimate stress (stress on the second-to-last syllable). This fundamental difference causes Indonesian learners to misplace stress in

¹⁷ Marianne Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin, *Teaching Pronunciation: A Course Book and Reference Guide*, 2nd ed. (Cambridge: Cambridge University Press, 2010), 45–47.

English words, which can affect intelligibility and word recognition. For example, words like 'photograph' (stress on first syllable) versus 'photography' (stress on second syllable) demonstrate stress shifts that do not occur in Indonesian and are therefore difficult for learners to master.¹⁸

c) Intonation Differences

English intonation patterns differ substantially from Indonesian intonation, particularly in expressing grammatical functions such as questions, statements, and emphasis. English uses complex pitch movements to signal meaning, while Indonesian intonation patterns are generally flatter and more predictable. This difference makes it challenging for Indonesian learners to produce and interpret the rising-falling intonation patterns that are essential for natural English communication.¹⁹

In the specific context of IAIN Curup, these pronunciation challenges are intensified by limited exposure to authentic English input outside the classroom. Students often rely primarily on formal instruction, with few structured opportunities for extended speaking practice. This situation highlights the need for additional, flexible pronunciation practice beyond classroom settings, making technology-

¹⁸ John C. Wells, *English Intonation: An Introduction* (Cambridge: Cambridge University Press, 2006), 93–96.

¹⁹ Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation* (Oxford: Oxford University Press, 1992), 67–72.

based tools such as ChatGPT particularly relevant for supporting independent and continuous pronunciation development.

B. Self-Learning

1. Concept of Self-Learning

Self-learning, or learner autonomy, is understood as the learner's ability to take responsibility for all aspects of the learning process, including setting learning objectives, selecting appropriate methods, and evaluating learning outcomes. From this perspective, autonomy places learners at the center of decision making, enabling them to actively control their learning rather than relying solely on teacher direction. This view highlights learner autonomy as a fundamental skill that allows individuals to manage their own learning progress effectively.²⁰

Self-learning is also characterized by active reflection and conscious engagement in learning activities. Autonomous learners continuously reflect on what they learn and how they learn, connecting learning experiences to personal goals and real life communication. This reflective dimension shows that autonomy is not simply independent study, but a deliberate and thoughtful learning process.²¹

²⁰ Henri Holec, *Autonomy and Foreign Language Learning* (Oxford: Pergamon Press, 1981).

²¹ David Little, *Learner Autonomy: Definitions, Issues and Problems* (Dublin: Authentik, 1991).

These perspectives show that self-learning involves both thinking processes and motivation. Learner autonomy helps students take responsibility for their learning by planning, monitoring, and evaluating their own progress. In EFL contexts, autonomy is especially important because it enables students to continue practicing and improving their pronunciation outside the classroom, particularly through technology-based tools that support independent learning.

2. Characteristics of Self-Learners

Self-Learners demonstrate key characteristics such :

a) Goal Setting

Goal setting refers to learners' ability to establish clear, specific, and achievable objectives that direct their learning activities and measure their progress. By defining concrete targets such as mastering particular pronunciation sounds or improving word stress accuracy learners are able to focus their efforts, monitor improvement systematically, and maintain purposeful engagement throughout the learning process.

b) Self-Evaluation

Self-monitoring refers to learners' ability to consciously observe, assess, and regulate their own performance throughout the learning process. In pronunciation learning, this involves listening carefully to their own speech, identifying inaccuracies in sounds, stress, or intonation, and comparing their production with target models to determine areas that require improvement.

c) Seeking Learning Opportunities

Self-evaluation refers to learners' ability to critically assess their own learning progress and determine whether their performance meets their intended goals. In pronunciation learning, this involves reflecting on improvements in accuracy, intelligibility, and fluency, as well as identifying persistent errors in sounds, stress, or intonation that still require attention. Through regular self-evaluation, learners become more aware of their strengths and weaknesses, enabling them to adjust their strategies and focus on specific areas for further improvement.

d) Independent Use of Learning Resources

Seeking learning opportunities means that learners take the initiative to practice beyond the classroom. They do not depend only on teachers but look for additional resources such as online materials, language apps, or AI tools to improve their skills. In pronunciation learning, this can include practicing speaking independently or using technology for extra feedback. By doing this, learners can continue improving consistently outside class.

e) Repeated Practice

Repeated practice in pronunciation learning refers to learners consistently practicing the same sounds, words, or sentences in order to improve their accuracy and clarity. Through continuous repetition, learners become more familiar with correct articulation, stress, and intonation patterns. This regular practice helps strengthen muscle memory and gradually reduces

pronunciation errors, leading to clearer and more confident speech over time.

f) Error Awareness

Error awareness in pronunciation learning refers to learners' ability to consciously recognize and reflect on their own pronunciation mistakes during or after speaking. By carefully listening to their speech and monitoring specific sounds, stress patterns, or intonation, learners become more aware of recurring errors. This reflective awareness enables them to identify which aspects need improvement and supports more focused and effective pronunciation practice.

g) Self-Correction

Self-correction in pronunciation learning refers to learners' ability to independently revise and improve their own errors after recognizing them. Through reflection and careful monitoring of their speech, learners actively adjust mispronounced sounds, stress patterns, or intonation. This ongoing process of identifying mistakes and making deliberate corrections supports continuous improvement and helps strengthen long-term pronunciation development.

3. Benefits of Self-Learning in EFL Context

Self-learning plays a vital role in language acquisition, especially in EFL contexts where learners have limited exposure to English outside the classroom. Autonomous learning encourages continuous practice and deeper cognitive engagement, which contribute to long term language development

and retention. In pronunciation learning specifically, self-directed practice enables learners to repeat sounds, notice differences in pronunciation, and receive feedback at their own pace. Technology enhanced learning environments further support learner autonomy by offering flexible access to pronunciation materials and interactive feedback, making self-learning highly relevant for pronunciation development in contexts where classroom time is limited.

4. Challenges of Self-Learning

Self-learning offers flexibility and independence, but it also presents several significant challenges. Without structured guidance and direct supervision, learners must manage their own learning process, which can be demanding both cognitively and emotionally.

a) Difficulty in Self-Assessment

Learners may struggle to evaluate their own performance accurately.

Without external feedback, it is often difficult to identify mistakes or measure real progress, which can lead to misunderstandings about their actual level of competence.

b) Lack of Immediate Feedback

In independent learning contexts, learners do not always receive timely corrective feedback. As a result, errors may go unnoticed and become habitual over time, reducing the effectiveness of practice.

c) Limited Learning Strategies

Not all learners possess effective strategies for planning, monitoring, and evaluating their learning. Without strong self-regulation skills, they may practice inefficiently or lose direction.

d) Decreased Motivation

Sustaining motivation can be challenging when learners study alone. The absence of teacher encouragement, peer interaction, or structured deadlines may reduce consistency and engagement.

e) Inconsistent Practice

Self-learning requires discipline and time management. Learners who struggle with these skills may practice irregularly, which limits long-term improvement.

These challenges indicate that effective self-learning requires more than independence and personal responsibility. Learners often struggle with limited feedback, difficulty evaluating their own performance, inconsistent motivation, and lack of structured guidance. Without adequate support or external input, independent learning may become inefficient or unsustainable over time. Therefore, addressing these challenges is essential to ensure that self-learning remains purposeful, structured, and capable of producing meaningful progress.

C. Chat GPT

1. ChatGPT as an AI-Based Conversational System

ChatGPT is an artificial intelligence based conversational system that generates human like language through natural language processing. It is designed to interpret user input and understand contextual meaning accurately. Based on this understanding, ChatGPT produces coherent and contextually relevant responses in an interactive manner.²² This ability allows ChatGPT to sustain meaningful dialogue across various communicative and educational contexts.

Artificial intelligence based systems like ChatGPT serve as intelligent learning tools that provide personalized support and immediate feedback tailored to learners' needs.²³ In language learning, these features enable students to practice independently, regulate their learning pace, and engage repeatedly with language input beyond the classroom through realistic conversational interactions generated via natural language processing.

Conversational AI refers to artificial intelligence systems designed to simulate human interaction in order to support learning through dialogue, feedback, and instructional scaffolding. By responding dynamically to learners' input, these systems can function as virtual tutors that promote active

²² Encyclopaedia Britannica. (2025). *ChatGPT*. <https://www.britannica.com/>

²³ Olaf Zawacki-Richter, Victoria I. Marín, Melissa Bond, and Franziska Gouverneur, "Systematic Review of Research on Artificial Intelligence Applications in Higher Education," *International Journal of Educational Technology in Higher Education* 16 (2019): Article 39, <https://doi.org/10.1186/s41239-019-0171-0>

engagement and sustained interaction.²⁴ In this context, ChatGPT exemplifies conversational AI by providing adaptive language practice that guides learners, responds to their needs, and fosters autonomous engagement in the learning process.

These perspectives suggest that ChatGPT functions not only as a conversational AI system but also as a pedagogically meaningful learning support tool. Its capacity to generate interactive dialogue, deliver responsive feedback, and adapt to learners' input makes it especially suitable for language learning contexts. In EFL settings, ChatGPT can facilitate autonomous learning by enabling continuous language practice particularly in pronunciation beyond the time and exposure constraints of traditional classroom instruction.

2. Features of ChatGPT

ChatGPT offers various features that enhance pronunciation learning, including voice chat and general chat, immediate feedback, repetition, and interactive conversation. Through voice chat, learners can practice speaking in real-time, simulating authentic communicative situations and allowing repeated practice of pronunciation. The general chat feature provides textual feedback, clarification of pronunciation rules, and reinforcement of learning through written interaction. ChatGPT's dynamic responses and ability to model correct pronunciation help learners notice errors, attempt self-

²⁴ Wayne Holmes, Maya Bialik, Charles Fadel, and Ryan Y. Wang, *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning* (Boston, MA: Center for Curriculum Redesign, 2019)..

correction, and progressively improve their pronunciation skills independently.²⁵

3. ChatGPT's Role in Assisting Students' Self-Learning Pronunciation

The integration of artificial intelligence into language learning has opened up innovative opportunities for students to enhance their pronunciation independently. Among AI tools, ChatGPT stands out by enabling learners to practice speaking at their own pace, receive immediate corrective feedback, and engage in interactive dialogues that simulate real communication. This section discusses three key roles ChatGPT plays in assisting students' self-learning pronunciation.

According to C. C. Liu, G. J. Hwang, P. Yu, Y. F. Tu, and Y. Wang there are three roles of ChatGPT in assisting students' self-learning in pronunciation, as follows²⁶:

a) Proficiency Improvement

Proficiency Improvement refers to the enhancement of students' pronunciation ability through the use of ChatGPT, particularly through automated corrective feedback that enables a structured process of identifying errors, correcting them, improving clarity, and engaging in

²⁵ Michael H. Long, *Second Language Acquisition and Task-Based Language Teaching* (Malden, MA: Wiley-Blackwell, 2015).

²⁶ Chien-Chung Liu, Gwo-Jen Hwang, Pei Yu, Yu-Feng Tu, and Yi Wang, "Effects of an Automated Corrective Feedback-Based Peer Assessment Approach on Students' Learning Achievement, Motivation, and Self-Regulated Learning Conceptions in Foreign Language Pronunciation," *Educational Technology Research and Development* 73 (2025): 2403–2424, <https://doi.org/10.1007/s11423-025-10484-z>

repeated practice. According to Liu et al, automated corrective feedback plays a crucial role in helping learners recognize and respond to pronunciation errors during self-learning activities.²⁷

First, ChatGPT supports students to identify specific pronunciation errors, including vowels, consonants, stress, and intonation. In practice, this occurs when learners receive feedback in the form of transcription mismatches, phonetic corrections, or direct explanations. These errors may appear at the segmental level, such as incorrect vowel or consonant sounds (e.g., /θ/ pronounced as /t/), and at the suprasegmental level, such as incorrect stress placement or flat intonation. This process is closely related to the Noticing Hypothesis, which emphasizes that learners must become aware of the gap between their produced speech and the target pronunciation before improvement can occur.²⁸

After identifying their errors, students are able to correct mispronounced words after receiving feedback. This process involves actively responding to the feedback provided by ChatGPT, such as repeating words, following phonetic instructions, and adjusting articulation (e.g., tongue position, airflow, or stress pattern). For example, when learners realize that they mispronounce a particular sound, they

²⁷ Chien-Chung Liu, Gwo-Jen Hwang, Pei Yu, Yu-Feng Tu, and Yi Wang, "Effects of an Automated Corrective Feedback-Based Peer Assessment Approach on Students' Learning Achievement, Motivation, and Self-Regulated Learning Conceptions in Foreign Language Pronunciation," *Educational Technology Research and Development* 73 (2025): 2403–2424, <https://doi.org/10.1007/s11423-025-10484-z>

²⁸ Richard Schmidt, "The Role of Consciousness in Second Language Learning," *Applied Linguistics* 11, no. 2 (1990): 129–158, <https://doi.org/10.1093/applin/11.2.129>

attempt to reproduce it more accurately based on the explanation given. This stage reflects active engagement with feedback, where learners transform external correction into improved speech production.

As a result of this continuous correction process, students begin to demonstrate clearer and more intelligible pronunciation over time. Their speech becomes easier to understand as pronunciation errors decrease and consistency improves. This development aligns with the Intelligibility Principle, which states that the main goal of pronunciation learning is to achieve clarity and comprehensibility rather than native-like accuracy.²⁹ Therefore, improvement is indicated by how effectively learners can make their speech understandable in communication.

Finally, ChatGPT encourages students to engage in repeated practice based on feedback received. Learners can practice pronunciation multiple times without limitation, focusing specifically on correcting previously identified errors. This type of practice reflects deliberate practice, where repetition is guided by feedback and aimed at improvement rather than mere repetition. According to Skill Acquisition Theory, such repeated and focused practice leads to the gradual development of automaticity in language use. Through this continuous process of feedback and repeated

²⁹ John M. Levis, "Revisiting the Intelligibility Principle in Pronunciation Teaching," *Journal of Second Language Pronunciation* 6, no. 3 (2020): 310–328, <https://doi.org/10.1075/jslp.20027.lev>

practice, students gradually develop more accurate and fluent pronunciation over time.

b) Pronunciation Practice Motivation

Pronunciation Practice Motivation refers to students' willingness and sustained effort to engage in pronunciation practice independently through the use of ChatGPT. In this context, ChatGPT enhances motivation by providing immediate and constructive feedback that encourages learners to take initiative in their learning. Timely feedback has been shown to increase learners' engagement and motivation, particularly in self-learning environments where students can practice without waiting for teacher correction.³⁰

ChatGPT encourages students to practice pronunciation voluntarily outside the classroom by offering a flexible and non-judgmental learning environment. Unlike traditional classroom settings, where students may feel pressured or limited by time, ChatGPT allows learners to practice freely, repeat words as needed, and experiment with difficult sounds without fear of negative evaluation. This condition reflects Krashen's Affective Filter Hypothesis, which suggests that lower anxiety levels facilitate language acquisition by increasing learners' willingness to

³⁰ Chien-Chung Liu, Gwo-Jen Hwang, Pei Yu, Yu-Feng Tu, and Yi Wang, "Effects of an Automated Corrective Feedback-Based Peer Assessment Approach on Students' Learning Achievement, Motivation, and Self-Regulated Learning Conceptions in Foreign Language Pronunciation," *Educational Technology Research and Development* 73 (2025): 2403–2424, <https://doi.org/10.1007/s11423-025-10484-z>

participate.³¹ As a result, students are more likely to engage in self-initiated pronunciation practice beyond classroom requirements.

Continuous interaction with ChatGPT also supports students in developing increased confidence in speaking. As learners receive feedback and gradually improve their pronunciation, they experience small but meaningful progress through repeated successful attempts. These experiences are described as *mastery experiences* in Self-Efficacy Theory, which explains that confidence develops when learners perceive themselves as capable of performing a task successfully.³² When students notice that they can pronounce previously difficult sounds more accurately, their belief in their ability to improve becomes stronger, leading to greater confidence in speaking.

In addition, students tend to feel motivated after receiving feedback from ChatGPT. The feedback provided is not only corrective but also supportive, which reinforces learners' sense of competence. This aligns with Self-Determination Theory, particularly the concept of intrinsic motivation, where learners are motivated when they feel both competent and autonomous in their learning process.³³ In this case, learners are encouraged to continue practicing because they experience progress and have control over their learning activities.

³¹ Stephen D. Krashen, *Principles and Practice in Second Language Acquisition* (Oxford: Pergamon Press, 1982).

³² Albert Bandura, *Self-Efficacy: The Exercise of Control* (New York: W. H. Freeman, 1997).

³³ Edward L. Deci and Richard M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior* (New York: Plenum Press, 1985).

Over time, these factors contribute to students' ability to demonstrate consistent engagement in pronunciation practice. Learners begin to develop regular practice habits, such as practicing several times a week or revisiting challenging pronunciation items repeatedly. This sustained engagement reflects Self-Regulated Learning (SRL), where learners actively manage their learning by maintaining effort, monitoring progress, and persisting despite difficulties.³⁴ Through this continuous and self-directed process, ChatGPT plays a significant role in strengthening students' motivation to improve their pronunciation skills.

c) Learning Strategies Development

Learning Strategies Development refers to students' ability to develop structured and effective strategies in learning pronunciation through the use of ChatGPT. In this study, this process is grounded in the framework of Self-Regulated Learning (SRL), which consists of three interrelated phases: forethought (planning), performance (monitoring), and self-reflection (evaluation). Through interactive and continuous feedback, ChatGPT facilitates learners in managing these phases, enabling them to become more strategic and autonomous in their pronunciation learning.³⁵

Within this process, learners begin by setting specific pronunciation goals based on the feedback they receive from ChatGPT. Instead of

³⁴ Barry J. Zimmerman and Dale H. Schunk, eds., *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives*, 3rd ed. (New York: Routledge, 2021).

³⁵ Barry J. Zimmerman and Dale H. Schunk, eds., *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives*, 3rd ed. (New York: Routledge, 2021).

formulating general intentions such as improving pronunciation, students establish more focused and measurable targets, such as mastering particular sounds (e.g., /θ/ or /ð/), improving word stress patterns, or refining intonation. This goal-setting process helps direct learners' attention to specific areas that require improvement and provides a clear structure for their learning activities, reflecting the planning phase of Self-Regulated Learning.³⁶

As learners engage in practice, they develop the ability to monitor recurring pronunciation errors through continuous interaction with ChatGPT. Immediate feedback allows them to recognize patterns in their mistakes, such as consistently mispronouncing certain vowel sounds or incorrectly placing stress in multisyllabic words. This awareness enables learners to track their own performance and identify areas that require further attention, which is a key component of the monitoring process within the performance phase of SRL.³⁷

Based on this monitoring process, learners are able to adjust their articulation techniques based on feedback. This may involve modifying tongue position, controlling airflow, or following phonetic explanations provided by ChatGPT. For example, when learners realize that their pronunciation does not match the target form, they actively experiment

³⁶ Barry J. Zimmerman, "Becoming a Self-Regulated Learner: An Overview," *Theory Into Practice* 41, no. 2 (2002): 64–70, https://doi.org/10.1207/s15430421tip4102_2

³⁷ Dale H. Schunk and Barry J. Zimmerman, eds., *Motivation and Self-Regulated Learning: Theory, Research, and Applications* (New York: Routledge, 2012).

with different articulation strategies until they achieve a more accurate production. This reflects learners' active control over their learning process, where feedback is not only received but also applied to refine pronunciation performance.

In addition, learners develop the ability to evaluate their own pronunciation progress by reflecting on their improvement over time. They may compare their previous and current performance, observe reductions in errors, and assess whether their strategies are effective. ChatGPT supports this process by allowing learners to revisit previous outputs, repeat practice, and observe changes in their pronunciation. This reflective activity represents the self-evaluation phase of SRL, where learners assess their learning outcomes and make informed decisions for future improvement.³⁸

Furthermore, learners demonstrate the ability to apply feedback in future pronunciation tasks, indicating the transfer of learning strategies. Instead of repeating the same errors, students begin to anticipate potential difficulties and adjust their pronunciation more effectively in new contexts. This transfer shows that learners are not only practicing but also internalizing strategies for improvement. The entire process reflects the cyclical nature of Self-Regulated Learning, where planning, monitoring,

³⁸ Barry J. Zimmerman and Dale H. Schunk, eds., *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives*, 3rd ed. (New York: Routledge, 2021).

and evaluation continuously interact to enhance learning outcomes.³⁹ Through this structured and reflective process, ChatGPT supports students in becoming more strategic, independent, and effective in developing their pronunciation skills.

Table 2.1 The Role of ChatGPT in assisting students' self-learning pronunciation

No.	Theory / Dimension	Description	Indicators
1	Proficiency Improvement	ChatGPT contributes to the improvement of pronunciation proficiency by providing automated corrective feedback that helps identify specific pronunciation errors (vowels, consonants, stress, intonation). Through this feedback, mispronounced words can be corrected after receiving feedback, allowing articulation to be adjusted more accurately. As a result,	1. Students identify specific pronunciation errors (vowels, consonants, stress, intonation). 2. Students correct mispronounced words after receiving feedback. 3. Students demonstrate clearer and more intelligible

³⁹ Barry J. Zimmerman, "Becoming a Self-Regulated Learner: An Overview," *Theory Into Practice* 41, no. 2 (2002): 64–70, https://doi.org/10.1207/S15430421TIP4102_2

		pronunciation gradually becomes clearer, which supports the ability to demonstrate clearer and more intelligible pronunciation over time. In addition, the continuous availability of feedback encourages repeated learning activities, enabling engagement in repeated practice based on feedback received, which ultimately supports the gradual development of pronunciation proficiency	pronunciation over time. 4. Students engage in repeated practice based on feedback received.
2	Pronunciation Practice Motivation	ChatGPT enhances motivation to practice pronunciation independently by providing immediate and constructive feedback that encourages opportunities to practice pronunciation voluntarily outside class. Through	1. Students practice pronunciation voluntarily outside class. 2. Students show increased confidence in speaking. 3. Students report feeling motivated after receiving feedback.

		continuous interaction and feedback, the learning process can foster confidence so that learners are able to show increased confidence in speaking. Furthermore, the availability of supportive feedback also helps create positive learning experiences that lead learners to report feeling motivated after receiving feedback. As a result, this supportive learning environment encourages sustained learning behavior, enabling consistent participation in pronunciation activities and the ability to demonstrate consistent engagement in pronunciation practice.	4. Students demonstrate consistent engagement in pronunciation practice.
3	Learning Strategies Development	ChatGPT supports the development of effective pronunciation learning strategies by	1. Students set specific pronunciation goals.

		facilitating structured pronunciation practice and reflective learning processes. Through interactive feedback, learners are encouraged to set specific pronunciation goals in order to guide their learning direction. In addition, continuous feedback helps in the process of monitoring progress, allowing learners to monitor recurring pronunciation errors during practice. Based on this awareness, articulation techniques can be improved as learners learn to adjust articulation techniques based on feedback. The feedback process also supports reflection so that learners are able to evaluate their own pronunciation progress. Ultimately, the feedback obtained	2. Students monitor recurring pronunciation errors. 3. Students adjust articulation techniques based on feedback. 4. Students evaluate their own pronunciation progress. 5. Students apply feedback in future pronunciation tasks.
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		during practice can be applied in subsequent learning activities, enabling learners to apply feedback in future pronunciation tasks, which strengthens strategic and self-regulated pronunciation learning	
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These three roles proficiency improvement, motivation enhancement, and strategy development work together to support students' autonomous pronunciation learning. By providing immediate feedback, sustaining learner engagement, and promoting strategic practice, ChatGPT functions as a valuable tool for self-directed pronunciation development in EFL contexts where classroom time and teacher feedback are limited.

4. Chat GPT in Enhancing Students' Self-Learning Pronunciation

Students utilize ChatGPT as a digital learning tool to enhance their self-learning pronunciation. By allowing learners to control the pace, select practice topics, and engage in repeated pronunciation exercises, it supports continuous and autonomous practice. Its interactive features, such as voice chat and instant feedback, create opportunities for learners to notice errors, reflect on their performance, and make independent improvements. This section discusses two key ways in which ChatGPT enhances students' self-learning pronunciation.

According to M. Bashori, R. van Hout, H. Strik, and C. Cucchiaroni there are two main points how students utilized ChatGPT to enhance their self-learning pronunciation, as follows⁴⁰:

a) Automated Speech Analysis and Feedback

Automated Speech Analysis and Feedback refers to the process by which ChatGPT supports students' self-learning pronunciation through the analysis of spoken input and the provision of immediate, data-driven feedback. This process is closely related to the use of Automatic Speech Recognition (ASR) technology, which enables the system to convert learners' spoken language into text and compare it with expected pronunciation forms. Through this mechanism, ChatGPT facilitates a structured learning process in which learners analyze, interpret, and improve their pronunciation based on system-generated feedback.⁴¹

Within this process, learners begin by reviewing the transcription of their spoken output, which is generated after they produce speech. This transcription reflects how the system interprets their pronunciation and serves as an initial diagnostic tool. When discrepancies appear between the intended word and the transcribed output, learners become aware of

⁴⁰ Muhammad Bashori, Roeland van Hout, Helmer Strik, and Catia Cucchiaroni, "I Can Speak: Improving English Pronunciation through Automatic Speech Recognition-Based Language Learning Systems," *Innovation in Language Learning and Teaching* 18, no. 5 (2024): 443–461, <https://doi.org/10.1080/17501229.2023.2235120>.

⁴¹ Muhammad Bashori, Roeland van Hout, Helmer Strik, and Catia Cucchiaroni, "I Can Speak: Improving English Pronunciation through Automatic Speech Recognition-Based Language Learning Systems," *Innovation in Language Learning and Teaching* 18, no. 5 (2024): 443–461, <https://doi.org/10.1080/17501229.2023.2235120>.

potential pronunciation errors. This stage initiates the learning process by drawing attention to inaccuracies in pronunciation.

Learners then proceed to compare their pronunciation with target models provided by ChatGPT. This comparison may involve listening to correct pronunciation, examining phonetic or textual representations, or observing corrected forms suggested by the system. Through this process, learners are able to distinguish between their own production and the expected pronunciation, which helps transform feedback into meaningful input for improvement.

Through this comparison, learners are able to identify errors in phonemes, stress, or intonation. These errors may occur at the segmental level, such as incorrect vowel or consonant sounds, or at the suprasegmental level, including misplaced stress or inappropriate intonation patterns. This targeted identification allows learners to focus on specific aspects of pronunciation that require improvement, making the learning process more efficient and directed.

The process also encourages learners to reflect on mismatches between their speech and correct forms. This reflection involves understanding why the error occurs and how it differs from the target pronunciation. Such awareness aligns with the concept of Noticing the Gap, which emphasizes that recognizing differences between produced output and target forms is

essential for language development.⁴² which suggests that recognizing discrepancies between language production and target forms is an essential prerequisite for language development. Once learners become aware of these discrepancies, they are better prepared to make appropriate pronunciation adjustments through subsequent practice.

Based on this reflection, learners are able to revise their pronunciation through repeated practice. They may repeat problematic words, apply phonetic instructions, or experiment with different articulation techniques until they achieve a closer approximation to the target pronunciation. This stage reflects a feedback-driven learning process, where improvement occurs through continuous cycles of analysis, reflection, and correction. Over time, this structured practice leads to more accurate and intelligible pronunciation as learners actively refine their speech production.⁴³

b) Instant and Cost-Efficient Pronunciation Support

Instant and Cost-Efficient Pronunciation Support refers to the role of ChatGPT in providing immediate, accessible, and efficient assistance for students' pronunciation learning. In the context of AI-assisted pronunciation learning, this support is closely aligned with the concept proposed by Bashori et al., which emphasizes that AI-based tools enable

⁴² Richard Schmidt and Sonia Frota, "Developing Basic Conversational Ability in a Second Language: A Case Study of an Adult Learner of Portuguese," in *Talking to Learn: Conversation in Second Language Acquisition*, ed. Ronald R. Day (Rowley, MA: Newbury House, 1986), 237–326.

⁴³ Robert M. DeKeyser, *Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology* (Cambridge: Cambridge University Press, 2007).

learners to access real-time feedback and flexible learning opportunities without the constraints of time and place.⁴⁴ Through AI-based interaction, ChatGPT enables learners to receive timely support that facilitates continuous and independent pronunciation practice, making the learning process more effective and accessible

In this process, students are able to receive immediate feedback after speaking, which allows them to correct their pronunciation at the moment of production. This immediacy is important because learners can still recall how they articulated the sound, making correction more accurate and meaningful. Immediate feedback has been shown to enhance learning effectiveness, particularly in pronunciation practice, where delayed correction may reduce the accuracy of improvement.⁴⁵

ChatGPT also enables students to obtain phonetic explanations for mispronounced words, helping them understand not only what is incorrect but also why the error occurs. These explanations may include guidance on articulation, such as tongue position, airflow, or stress patterns. By understanding the underlying cause of pronunciation errors, learners are better able to adjust their speech production. This aligns with cognitive

⁴⁴ Muhammad Bashori, Roeland van Hout, Helmer Strik, and Catia Cucchiari, "I Can Speak: Improving English Pronunciation through Automatic Speech Recognition-Based Language Learning Systems," *Innovation in Language Learning and Teaching* 18, no. 5 (2024): 443–461, <https://doi.org/10.1080/17501229.2023.2235120>

⁴⁵ Rui Li, "The Effectiveness of AI-Based Pronunciation Feedback on EFL Learners' Oral Accuracy," *Computer Assisted Language Learning* 36, no. 7 (2023): 1085–1104.

learning principles, where meaningful explanations contribute to deeper understanding and more effective skill development.⁴⁶

The continuous availability of ChatGPT allows students to practice pronunciation repeatedly without waiting for teacher correction. Learners can repeat words or sentences multiple times, receive instant feedback, and refine their pronunciation independently. This supports the concept of deliberate practice, where repetition is guided by feedback and focused on improving specific errors rather than simply repeating without purpose.⁴⁷

This accessibility further encourages students to engage in independent practice outside the classroom. Learners are not limited by time, location, or teacher availability, enabling them to practice whenever they need to improve their pronunciation. Such flexibility allows learners to integrate pronunciation practice into their daily learning routines and continuously improve their pronunciation according to their individual learning needs.

As a result, students begin to perceive ChatGPT as accessible and practical for continuous improvement. The tool reduces dependence on traditional learning resources such as private tutors or scheduled classroom sessions, while offering flexible and efficient learning opportunities. This perception aligns with the Technology Acceptance Model (TAM), which suggests that learners are more likely to adopt technology when they

⁴⁶ Richard E. Mayer, *Multimedia Learning*, 2nd ed. (Cambridge: Cambridge University Press, 2009).

⁴⁷ Robert M. DeKeyser, *Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology* (Cambridge: Cambridge University Press, 2007).

perceive it as useful and easy to use.⁴⁸ The combination of immediacy, accessibility, and efficiency ultimately supports sustained engagement in pronunciation learning.

Table 2.2 Students Utilize ChatGPT to Enhance Self-Learning Pronunciation

No.	Theory / Dimension	Description	Indicators
1	Automated Speech Analysis and Feedback	ChatGPT supports self-learning pronunciation through automated speech analysis that allows students review transcription of their spoken output and students compare their pronunciation with target models. Through this process, students identify errors in phonemes, stress, or intonation, which helps reveal differences between produced speech and correct pronunciation. This also encourages reflection because students reflect on	1. Students review transcription of their spoken output. 2. Students compare their pronunciation with target models. 3. Students identify errors in phonemes, stress, or intonation. 4. Students reflect on mismatches between their

⁴⁸ Fred D. Davis, "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology," *MIS Quarterly* 13, no. 3 (1989): 319–340, <https://doi.org/10.2307/249008>

		mismatches between their speech and correct forms. Based on this reflection, improvement can occur when students revise pronunciation through repeated practice, enabling more accurate and clearer pronunciation development	speech and correct forms. 5. Students revise pronunciation through repeated practice.
2	Instant and Cost-Efficient Pronunciation Support	ChatGPT enhances self-learning pronunciation by providing immediate feedback and phonetic explanations during pronunciation practice. Through this support, students receive immediate feedback after speaking and students obtain phonetic explanations for mispronounced words, which help clarify pronunciation problems. The availability of continuous support also allows students practice pronunciation repeatedly without waiting for teacher correction, enabling more frequent practice	1. Students receive immediate feedback after speaking. 2. Students obtain phonetic explanations for mispronounced words. 3. Students practice pronunciation repeatedly without waiting for teacher correction. 4. Students engage in independent practice outside the classroom.

		opportunities. As a result, students engage in independent practice outside the classroom, and students perceive ChatGPT as accessible and practical for continuous improvement in pronunciation learning	5. Students perceive ChatGPT as accessible and practical for continuous improvement.
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These two enhancement mechanisms automated speech analysis and instant support work synergistically to enable effective self-learning pronunciation. By providing both diagnostic feedback on pronunciation errors and immediate corrective guidance, ChatGPT addresses key challenges that learners face in independent pronunciation practice, making it a valuable resource for autonomous pronunciation development in EFL contexts.

D. Conceptual Framework

This research focuses on the use of ChatGPT in enhancing students' self-learning pronunciation. Based on the theoretical review, ChatGPT is viewed as an AI-based conversational tool that provides voice chat, text interaction, transcription, immediate feedback, pronunciation models, and opportunities for repeated practice. These features allow students to practice pronunciation independently outside the classroom.

In this study, the conceptual framework is developed based on two main theoretical directions. The first direction explains the role of ChatGPT in assisting students' self-learning pronunciation. This role includes three dimensions: proficiency improvement, pronunciation practice motivation, and learning strategies development. Through these dimensions, ChatGPT is expected to help students identify pronunciation errors, correct mispronounced words, improve pronunciation clarity, increase confidence, maintain motivation, set pronunciation goals, monitor errors, and evaluate their pronunciation progress.

The second direction explains how students utilize ChatGPT to enhance their self-learning pronunciation. This utilization includes automated speech analysis and feedback, and instant and cost-efficient pronunciation support. Through these dimensions, students may use ChatGPT to review transcription of their spoken output, compare their pronunciation with target models, identify pronunciation mismatches, receive immediate feedback, obtain phonetic explanations, and practice repeatedly without waiting for teacher correction.

Therefore, the conceptual framework of this study shows that ChatGPT functions as a learning support tool that facilitates students' independent pronunciation practice. The interaction between ChatGPT features and students' self-learning activities is expected to support students' pronunciation improvement, motivation, confidence, learning strategies, and independent pronunciation development.

E. Previous Study

This section reviews previous research that informs the current study, providing a foundation for understanding how ChatGPT can support self-learning pronunciation in EFL contexts. The review is organized thematically, moving from foundational studies on pronunciation challenges to recent research on AI-assisted language learning and ChatGPT specifically.

a) Foundational Studies on Pronunciation Learning

Pronunciation learning has long been recognized as a critical but challenging aspect of EFL education. Many learners struggle with achieving intelligible speech due to limited classroom practice and insufficient individualized feedback. Derwing and Munro highlight that pronunciation difficulties can impede communication, even when learners demonstrate strong grammatical and lexical skills. Similarly, Celce-Murcia, Brinton, and Goodwin emphasize that effective pronunciation instruction should prioritize intelligibility over native like accuracy, enabling learners to be understood in authentic communicative contexts. These foundational studies underscore the need for instructional approaches that provide ongoing, focused practice and corrective feedback.

b) Technology and AI in Pronunciation Learning

In recent years, the integration of technology in language learning has offered innovative ways to address these challenges. Aryanti and Santosa conducted a systematic review of AI applications in EFL pronunciation

learning, concluding that tools such as ELSA Speak, virtual tutors, and AI-based pronunciation apps provide significant benefits.⁴⁹

These systems allow learners to practice independently, receive immediate feedback, and repeat exercises until mastery is achieved, fostering both accuracy and confidence. Similarly, empirical research in Iran found that learners who used ChatGPT for pronunciation practice demonstrated measurable improvements in accuracy and retention compared to those using conventional tools like electronic dictionaries.⁵⁰ These studies highlight the potential of AI tools to supplement classroom instruction and provide learners with accessible, individualized practice opportunities.

In addition, Shak, Chang, and Loo investigated the effectiveness of ChatGPT as an AI-driven learning tool for improving ESL learners' pronunciation skills.⁵¹ Their findings revealed that ChatGPT provided immediate pronunciation feedback, encouraged repeated practice, increased learners' confidence, and promoted autonomous learning. The participants also perceived ChatGPT as an accessible and practical learning tool because it enabled them to practice pronunciation independently outside the classroom. These findings further support the growing evidence that AI-

⁴⁹ Nurliana Aryanti and Dedi Santosa, "A Systematic Review of AI Applications in EFL Pronunciation Learning," *Journal of Educational Technology in Language Learning* 12, no. 2 (2024): 101–118

⁵⁰ Anna Springer, "The Impact of ChatGPT on EFL Pronunciation Practice: An Experimental Study," *Iranian Journal of Language Teaching* 15, no. 3 (2025): 201–219.

⁵¹ M. S. Y. Shak, Y. Y. Chang, and D. B. Loo, "Enhancing Pronunciation Skills in ESL Learners Through ChatGPT: The Efficacy of an AI-Driven Learning Tool," *International Journal of Language Literacy and Translation* 8, no. 1 (2025).

assisted technologies can complement traditional pronunciation instruction by providing flexible and individualized learning opportunities.

c) ChatGPT in Language and Pronunciation Learning

Research has begun to explore the pedagogical role of ChatGPT specifically in language learning contexts. Mompean examined ChatGPT's integration into L2 pronunciation teaching within communicative frameworks, noting that it supports both engagement and autonomous learning by simulating realistic conversation and offering corrective feedback.⁵² Furthermore, Salsabil, Rakhmawati, and Febtwenesty investigated the use of ChatGPT's voice chat feature with EFL students, reporting that learners experienced increased confidence, motivation, and engagement in pronunciation practice.⁵³ These studies demonstrate that ChatGPT not only functions as a technological tool but also serves as an interactive learning assistant, guiding learners in real-time and adapting to their individual needs.

Furthermore, Nugroho, Riana, and Syahid explored students' perceptions of using ChatGPT's real-time feedback to enhance EFL speaking skills through a qualitative approach. The study found that ChatGPT helped learners improve pronunciation accuracy, speaking fluency, and self-confidence by

⁵² Juan A. Mompean, "Integrating ChatGPT in L2 Pronunciation Teaching Within Communicative Frameworks," *Computer Assisted Language Learning* 37, no. 1 (2024): 45–67.

⁵³ Rahma Salsabil, Nur Rakhmawati, and Puspita Febtwenesty, "Using ChatGPT's Voice Chat Feature to Enhance EFL Learners' Pronunciation: A Study of Engagement and Motivation," *Language Learning & Technology* 29, no. 1 (2025): 88–104.

providing immediate corrective feedback.⁵⁴ The participants also appreciated the flexibility of practicing independently without relying solely on classroom instruction. These findings reinforce the role of ChatGPT as an interactive AI-assisted learning tool that supports learners' pronunciation development and promotes self-directed language learning.

Table 2.3 Previous studies relevant to this research

No	Researcher & Year	Focus	Key Findings	Similarity with Current Study	Difference from Current Study
1	Aryanti & Santosa (2024)	Systematic review: AI applications in EFL pronunciation	AI tools provide significant benefits for independent pronunciation practice	Focus on AI in pronunciation learning	General review, not specific to ChatGPT voice chat
2	Mompean (2024)	ChatGPT in L2 pronunciation teaching	ChatGPT supports engagement and autonomous learning	Use of ChatGPT for pronunciation on	Focus on teaching, not student self-learning practices
3	Salsabil, Rakhmawati, &	ChatGPT voice chat	Increased confidence, motivation,	ChatGPT voice chat for	Different geographical context;

⁵⁴ Rahmat Nugroho, Dwi Riana, and Ahmad Syahid, "Perceptions of Using ChatGPT's Real-Time Feedback to Enhance EFL Speaking Skills," *PESHUM: Jurnal Pendidikan, Sosial dan Humaniora* (2024).

	Febtwenesty (2025)	with EFL students	and engagement in pronunciation practice	pronunciation in EFL context	current study focuses on Indonesian setting (IAIN Curup)
4	Springer (2025)	ChatGPT vs. electronic dictionaries for pronunciation	ChatGPT users showed measurable improvements in accuracy and retention	Demonstrates effectiveness of ChatGPT for pronunciation	Comparative experimental design; current study is qualitative descriptive
5	Shak, Chang, & Loo (2025)	Effectiveness of ChatGPT as an AI-driven tool for ESL pronunciation learning	ChatGPT provided immediate pronunciation feedback, encouraged repeated practice, improved learners' confidence, and promoted	Focuses on ChatGPT as a pronunciation learning tool and highlights the importance of AI feedback and self-learning.	Emphasizes the effectiveness of ChatGPT, while the current study explores both the role of ChatGPT and how students utilize it in

			autonomous learning.		self-learning pronunciation.
6	Nugroho, Riana, & Syahid (2024)	Students' perceptions of ChatGPT's real-time feedback in EFL speaking	ChatGPT improved pronunciation accuracy, speaking fluency, and self-confidence through immediate corrective feedback and flexible independent practice.	Uses a qualitative approach to investigate students' experiences with ChatGPT in English learning and highlights AI-generated feedback.	Focuses on speaking skills generally, whereas the current study specifically investigates self-learning pronunciation and students' utilization of ChatGPT.

Overall, the reviewed studies demonstrate that AI technologies, particularly ChatGPT, have increasingly been integrated into English language learning, especially in pronunciation instruction. Previous research consistently reports that ChatGPT provides immediate feedback, enhances learner confidence, promotes autonomous learning, and supports pronunciation practice. However, most studies primarily focus on measuring learning effectiveness or discussing pedagogical applications. Limited attention has been given to exploring students' experiences regarding both the

role of ChatGPT and the ways they utilize it to support self-learning pronunciation. Therefore, the present study seeks to address this gap through a qualitative descriptive investigation in the context of English Tadris students at IAIN Curup.

d) Research Position of Current Study

The previous studies reviewed indicate that artificial intelligence, particularly ChatGPT, has been widely investigated in English language learning. Earlier research has demonstrated that AI-assisted technologies can improve learners' pronunciation, increase motivation and confidence, provide immediate feedback, and promote autonomous learning. Several studies have specifically examined ChatGPT in pronunciation teaching, AI-assisted pronunciation practice, and the effectiveness of ChatGPT in improving learners' speaking and pronunciation skills.

However, despite these valuable contributions, several research gaps remain. First, most previous studies have focused on evaluating the effectiveness of ChatGPT or discussing its pedagogical potential, while relatively few have explored students' lived experiences in using ChatGPT for self-learning pronunciation. Second, previous research has generally emphasized learning outcomes, such as pronunciation improvement or speaking performance, rather than investigating the specific roles of ChatGPT and the various ways students utilize it during independent pronunciation learning. Third, studies conducted in the Indonesian higher education context, particularly among English Tadris students at IAIN Curup, are still limited.

Therefore, the present study seeks to fill these gaps by employing a qualitative descriptive approach to investigate both the role of ChatGPT in supporting students' self-learning pronunciation and the ways students utilize ChatGPT to enhance their pronunciation learning. By exploring students' experiences and perceptions through semi-structured interviews, this study is expected to provide a deeper understanding of how ChatGPT contributes to self-learning pronunciation in an Indonesian EFL context.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

Qualitative research is an approach that aims to explore and understand individuals' experiences, perceptions, and meanings regarding a particular phenomenon within its natural context.⁵⁵ This approach is appropriate for obtaining rich and detailed information from participants' perspectives rather than relying on numerical data. Since this study explores students' experiences in using ChatGPT for self-learning pronunciation, a qualitative approach was considered suitable.

A qualitative approach was considered appropriate for this study because it aims to explore the role of ChatGPT in assisting students' self-learning pronunciation and to understand how students utilize ChatGPT during their independent pronunciation learning. These objectives require an in-depth understanding of students' experiences, perceptions, and learning practices, which cannot be adequately explained through numerical data alone. Therefore, a qualitative approach enables the researcher to obtain rich and detailed descriptions of participants' real experiences in using ChatGPT for pronunciation learning within their natural learning context.

The research design employed in this study is a qualitative descriptive approach, which aims to provide a comprehensive and factual description of a

⁵⁵ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018).

phenomenon as it occurs in its natural context. Qualitative descriptive research focuses on presenting participants' experiences and perceptions in a straightforward and data-near manner, without extensive interpretation or theory construction.⁵⁶ In line with this perspective, the present study seeks to describe how ChatGPT is used to support students' self-learning of English pronunciation.

This research design was chosen because it aligns closely with the objectives of the study, which emphasize understanding learners' experiences, perceptions, and learning practices rather than testing hypotheses or developing new theoretical models. Qualitative descriptive research is particularly suitable for exploring intangible elements in educational settings, such as learner awareness, motivation, autonomy, and learning strategies, which cannot be easily measured through quantitative methods.⁵⁷ Since the use of ChatGPT for pronunciation learning involves personal engagement and self-directed learning processes, this approach enables the researcher to capture rich and meaningful descriptions directly from the participants' perspectives.

While quantitative approaches could measure pronunciation improvement objectively through pre-test and post-test designs, this study adopts a qualitative descriptive approach because the focus is on exploring how and why students use ChatGPT, what roles it plays in their learning process, and how they perceive

⁵⁶ Margarete Sandelowski, "Whatever Happened to Qualitative Description?" *Research in Nursing & Health* 23, no. 4 (2000): 334–340.

⁵⁷ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018)..

its contribution to their pronunciation development aspects that require in-depth, descriptive exploration rather than numerical measurement or experimental comparison.

Semi-structured interviews are a qualitative data collection technique that combines predetermined questions with the flexibility to ask follow-up questions during the interview. This type of interview allows researchers to explore participants' experiences, perceptions, and opinions in greater depth while maintaining consistency with the research objectives. Unlike structured interviews, semi-structured interviews provide opportunities for participants to elaborate on their responses and enable researchers to seek clarification or additional information when necessary.

To address the research objectives, the researcher employed semi-structured interviews as the data collection technique. The interviews were conducted to explore the role of ChatGPT in assisting students' self-learning pronunciation and to investigate how students utilize ChatGPT to enhance their pronunciation learning. Semi-structured interviews were chosen because they allow the researcher to obtain detailed information about students' experiences, perceptions, and learning practices while still keeping the discussion focused on the research questions.

Through this technique, the researcher could ask prepared questions based on the interview guide and also use follow-up questions when further clarification was needed. Therefore, the interview data became the main source for understanding students' use of ChatGPT in self-learning pronunciation.

After the data were collected, they were analyzed using thematic analysis. This method involves identifying, organizing, and interpreting recurring patterns or themes within qualitative data.⁵⁸ The data were transcribed, coded, and grouped into meaningful themes related to the role of ChatGPT in assisting students' self-learning pronunciation. The findings were then systematically presented and interpreted in relation to the research objectives, allowing the researcher to draw well-supported and coherent conclusions.

B. Subject of the Research

This study employed purposive sampling, a commonly used sampling technique in qualitative research in which participants are deliberately selected based on specific criteria relevant to the research objectives. Purposive sampling enables researchers to obtain rich, detailed, and relevant data by focusing on participants who have direct experience with the phenomenon under investigation.⁵⁹ In the context of this study, purposive sampling was considered appropriate because the researcher needed participants who had direct experience in using ChatGPT for self-learning pronunciation.

Before determining the final participants, the researcher conducted an initial screening through a Google Form distributed to students of the English Tadris Study Program at IAIN Curup from the 2024/2025 academic year. There were 55 students in this academic year. From the total number, 33 students filled out

⁵⁸ Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006): 77–101.

⁵⁹ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018).

the Google Form. The result of the screening showed that 27 students had used ChatGPT for pronunciation practice. After that, the researcher identified students who had obtained an A grade in the Phonology course. From the list, 16 students met this academic criterion. Then, the researcher cross-checked the 27 students who had used ChatGPT for pronunciation practice with the 16 students who had obtained an A grade in Phonology. Based on this process, 12 students met all the criteria required for this research.

The subjects of this study were twelve students of the English Tadris Study Program at IAIN Curup who were selected using purposive sampling. The participants were chosen because they had completed the Phonology course with an A grade and had used ChatGPT for learning or practicing English pronunciation for at least three months. In addition, they were from the 2024/2025 academic year to ensure that their learning experiences were recent and relevant. These criteria enabled the participants to provide relevant and in-depth information regarding the role of ChatGPT and how they utilized it in self-learning pronunciation.

C. Technique of Collecting Data

Data play a central role in supporting qualitative research findings because they provide the basis for describing and interpreting participants' experiences. This study aims to describe students' experiences and perceptions of using ChatGPT to support self-learning pronunciation. Therefore, a qualitative descriptive approach was employed because it allows the researcher to obtain

rich and straightforward descriptions of participants' experiences without heavy theoretical abstraction. To achieve the research objectives, the researcher applied semi-structured interviews as the main data collection technique. This technique was considered appropriate because it enabled the researcher to explore students' pronunciation learning experiences, their perceptions of ChatGPT, and the ways they utilized ChatGPT in self-learning pronunciation while still keeping the discussion focused on the research questions.

1. Interview

Interviews are one of the most widely used techniques in qualitative research because they allow researchers to explore participants' perspectives, experiences, and meanings in depth. According to Creswell, interviews are particularly suitable for qualitative descriptive studies because they enable participants to describe phenomena in their own words, providing data that remain close to actual experience.⁶⁰ This study employed semi-structured interviews, which combine predetermined guiding questions with flexibility for probing and follow up questions.

A semi-structured interview allows the researcher to explore participants' experiences while still maintaining focus on the research objectives. As explained by Kallio et al., this type of interview is effective for ensuring consistency across participants while allowing new insights to emerge during

⁶⁰ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018).

the interaction.⁶¹ In this study, the interview focused on how students perceived, experienced, and used ChatGPT in their pronunciation learning process. The interview was used to answer both research questions: the role of ChatGPT in assisting students' self-learning pronunciation and how students utilized ChatGPT to enhance their self-learning pronunciation.

The interviews were conducted with twelve students of the English Tadris Study Program at IAIN Curup who had experience using ChatGPT for pronunciation practice. The researcher used two interview guides. The first interview guide was used to answer the first research question about the role of ChatGPT in assisting students' self-learning pronunciation. The second interview guide was used to answer the second research question about how students utilized ChatGPT to enhance their self-learning pronunciation. During the interview process, the researcher asked the prepared questions and used follow-up questions when the participants' answers needed clarification or deeper explanation. The data obtained from the interviews were then transcribed, coded, and analyzed through thematic analysis.

D. Instrument of the Research

Research instruments are crucial because they serve as the researcher's tools for collecting data during the research process. Since this study employed semi-structured interviews as the only data collection technique, the researcher

⁶¹ Hanna Kallio, Anna-Maija Pietilä, Michael Johnson, and Mari Kangasniemi, "Systematic Methodological Review: Developing a Framework for a Qualitative Semi-Structured Interview Guide," *Journal of Advanced Nursing* 72, no. 12 (2016): 2954–2965.

used interview guides as the research instruments. The interview guides were designed to answer both research questions. The first interview guide focused on exploring the role of ChatGPT in assisting students' self-learning pronunciation, while the second interview guide focused on exploring how students utilize ChatGPT to enhance their self-learning pronunciation.

1. Interview Guidance 1

The interview guidance enabled the researcher to ask focused and relevant questions during semi-structured interviews to obtain data addressing the research questions. The interview questions were developed based on the theoretical framework of automated corrective feedback and self-regulated pronunciation learning proposed by Liu et al.⁶² to explore students' experiences, motivations, and learning processes in using ChatGPT for self-learning pronunciation. However, the questions were formulated in an open-ended manner to encourage participants to describe their experiences freely rather than simply confirming predetermined assumptions. Interview 1 will answer research questions: the role of Chat GPT in assisting students' self-learning pronunciation at English Tadris Study Program of IAIN Curup. The blueprint of the instrument can be seen in the tabel below:

⁶² Chien-Chung Liu, Gwo-Jen Hwang, Pei Yu, Yu-Feng Tu, and Yi Wang, "Effects of an Automated Corrective Feedback-Based Peer Assessment Approach on Students' Learning Achievement, Motivation, and Self-Regulated Learning Conceptions in Foreign Language Pronunciation," *Educational Technology Research and Development* 73 (2025): 2403–2424, <https://doi.org/10.1007/s11423-025-10484-z>.

Table 3. 1 Blueprint Interview Role of Chat GPT in Assisting Students' Self-Learning Pronunciation

No	Aspect	Indicator	Sub-indicator	Items
1	The Role of ChatGPT in Assisting Students' Self-Learning Pronunciation	Proficiency Improvement	1. Identification of specific pronunciation errors	1. How does ChatGPT help you notice your pronunciation errors, such as vowel sounds, consonant sounds, stress, or intonation?
			2. Correction of mispronounced words or sounds	2. Can you describe how feedback from ChatGPT helps you correct a mispronounced word or sound?
			3. Improvement in pronunciation clarity and intelligibility	3. In your experience, does using ChatGPT make your pronunciation clearer and easier to understand? Please explain.

			4. Repeated pronunciation practice based on feedback	4. How do you use ChatGPT's feedback for repeated pronunciation practice until you feel your pronunciation improves?
		Pronunciation Practice Motivation	1. Independent pronunciation practice outside the classroom	5. How does ChatGPT encourage you to practice pronunciation independently outside the classroom?
			2. Speaking confidence	6. Do you feel more comfortable or less anxious practicing pronunciation with ChatGPT? Why?
			3. Motivation after receiving feedback	7. How does feedback from ChatGPT influence your

				confidence in pronouncing English words or speaking English?
			4. Consistent engagement in pronunciation practice	8. How does ChatGPT make you feel motivated to continue practicing pronunciation regularly?
		Learning Strategies Development	1. Specific pronunciation goal-setting	9. When practicing with ChatGPT, do you set specific pronunciation goals, such as improving certain sounds, stress, or intonation? Please explain.
			2. Monitoring of recurring pronunciation errors	10. How does ChatGPT help you monitor recurring pronunciation mistakes

				during your self-learning process?
			3. Adjustment of articulation techniques	11.What do you usually do to adjust your pronunciation or articulation after receiving feedback from ChatGPT?
			4. Evaluation of pronunciation progress	12.How do you evaluate your pronunciation progress over time when using ChatGPT?
			5. Application of feedback in future pronunciation tasks	13.How do you apply the feedback and strategies gained from ChatGPT in future speaking or pronunciation tasks?

2. Interview Guidance 2

The interview guidance enabled the researcher to ask focused and relevant questions during semi-structured interviews to obtain data addressing the research questions. The interview questions were developed based on the theoretical framework of automated corrective feedback and self-regulated pronunciation learning proposed by M. Bashori et al,⁶³ explore students' experiences, motivations, and learning processes in using ChatGPT for self-learning pronunciation. However, the questions were formulated in an open-ended manner to encourage participants to describe their experiences freely rather than simply confirming predetermined assumptions. Interview 1 will answer research questions: Utilize Chat GPT to enhance students' self-learning pronunciation at English Tadris Study Program of IAIN Curup. The blueprint of the instrument can be seen in the tabel below:

Table 3. 2 Blueprint Interview Utilize Chat GPT to Enhance Students' Self-learning Pronunciation

No	Aspect	Indicator	Sub-indicator	Items
1	Students' Use of ChatGPT to Enhance Self-Learning Pronunciation	Automated Speech Analysis and Feedback	1. Review of spoken output transcription	1. How do you use ChatGPT to analyze your spoken pronunciation, for example by

⁶³ Muhammad Bashori, Roeland van Hout, Helmer Strik, and Catia Cucchiari, "I Can Speak: Improving English Pronunciation through Automatic Speech Recognition-Based Language Learning Systems," *Innovation in Language Learning and Teaching* 18, no. 5 (2024): 443–461, <https://doi.org/10.1080/17501229.2023.2235120>

				speaking to it, using voice chat, or checking how your speech is transcribed? 2. When ChatGPT provides a transcription of your spoken output, how do you review it and use it to notice possible pronunciation mistakes?
			2. Comparison with target pronunciation models	3. How do you compare your pronunciation with the target model provided by ChatGPT, such as corrected words, written forms, pronunciation models, or phonetic guidance?

				4. How does ChatGPT help you understand the difference between your pronunciation and the correct pronunciation?
			3. Identification of errors in phonemes, stress, or intonation	5. What kinds of pronunciation errors do you usually identify through ChatGPT, such as errors in vowel sounds, consonant sounds, word stress, or intonation?
			4. Reflection on mismatches between produced speech and target forms	6. When you notice a mismatch between what you intended to say and how ChatGPT interprets or corrects it, how do you reflect

				on that difference?
			5. Revision of pronunciation through repeated practice	7. After identifying those mismatches, what do you usually do to revise your pronunciation, for example by repeating the word, adjusting your articulation, or trying again several times?
		Instant and Cost-Efficient Pronunciation Support	1. Immediate feedback after speaking	8. How does the immediate feedback from ChatGPT help you correct your pronunciation right after speaking?
			2. Phonetic explanations for	9. Have you ever asked ChatGPT for explanations about why your

			mispronounced words	pronunciation was incorrect, for example about tongue position, airflow, word stress, or sound production? How helpful was that?
			3. Repeated pronunciation practice without waiting for teacher correction	10. How does ChatGPT help you practice pronunciation repeatedly without having to wait for correction from your lecturer or teacher?
			4. Independent pronunciation practice outside the classroom	11. How do you use ChatGPT for pronunciation practice outside the classroom,

				for example at home, in your free time, or when preparing for speaking activities?
			5. Perceived accessibility and practicality for continuous improvement	12. In what way does the constant availability of ChatGPT make it easier for you to practice pronunciation whenever you need? 13. How does using ChatGPT reduce your dependence on other learning resources, such as teacher correction, scheduled class practice,

				or private tutoring?
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E. Technique of Data Analysis

This study employed thematic analysis as the technique for analyzing qualitative data. Thematic analysis is a qualitative data analysis method used to identify, analyze, and report patterns or themes within data. This method provides a flexible and systematic approach for organizing participants' experiences into meaningful themes. Therefore, thematic analysis was considered suitable for this qualitative descriptive research because it allowed the researcher to describe students' experiences, perceptions, and learning practices clearly and systematically without imposing complex theoretical interpretations.

The use of thematic analysis in this study was appropriate because the research aimed to explore students' experiences and perceptions regarding the use of ChatGPT in enhancing self-learning pronunciation. Through thematic analysis, the researcher was able to capture how students used ChatGPT for pronunciation practice, what roles ChatGPT played in assisting their pronunciation learning, and how ChatGPT supported their independent learning process. Furthermore, thematic analysis helped the researcher identify recurring patterns in students' responses, such as pronunciation improvement, learning motivation, feedback use, error awareness, repeated practice, and self-regulated pronunciation strategies.

In conducting the thematic analysis, this research followed the six analytical phases proposed by Braun and Clarke,⁶⁴ which are widely recognized and applied in qualitative research.

1. Familiarization with the Data

At this stage, the researcher became familiar with the data by transcribing the semi-structured interview recordings verbatim and reading the interview transcripts repeatedly to gain a comprehensive understanding of the participants' experiences. During this process, the researcher paid close attention to students' statements, expressions, and key ideas related to their use of ChatGPT for self-learning pronunciation. The researcher also became familiar with the supporting data obtained from ChatGPT interaction records and students' learning notes, which were used to complement and contextualize the interview findings throughout the thematic analysis.

2. Generating Initial Codes

After becoming familiar with the data, the researcher generated initial codes by identifying meaningful words, phrases, and sentences that were relevant to the research questions. Coding was conducted systematically using the interview transcripts as the primary source of qualitative data. The initial codes were developed based on students' responses regarding the role and use of ChatGPT in self-learning pronunciation. Throughout this process, the researcher also referred to the supporting data from ChatGPT interaction

⁶⁴ Virginia Braun and Victoria Clarke, *Thematic Analysis: A Practical Guide* (London: SAGE Publications, 2022), 35–39.

records to provide additional context and enhance the interpretation of participants' responses.

The coding process focused on meaningful units that reflected students' learning experiences, such as identifying pronunciation errors, receiving immediate feedback, correcting mispronounced words, engaging in repeated pronunciation practice, developing speaking confidence, setting pronunciation goals, and utilizing phonetic explanations. These initial codes enabled the researcher to organize the qualitative data into meaningful and manageable categories while maintaining a close connection to the participants' original experiences. The resulting codes served as the foundation for identifying patterns and developing broader categories and themes in the subsequent stages of thematic analysis.

3. Searching for Themes

In this phase, the researcher examined the initial codes and grouped related codes into potential themes. The themes represented broader patterns in students' experiences of using ChatGPT for self-learning pronunciation. Codes related to error identification, correction, clearer pronunciation, and repeated practice were grouped into themes related to pronunciation proficiency improvement. Codes related to confidence, motivation, and voluntary practice were grouped into themes related to pronunciation practice motivation. Meanwhile, codes related to goal setting, monitoring errors, evaluating progress, and applying feedback were grouped into themes related to learning strategy development. In addition, codes related to transcription

review, target model comparison, immediate feedback, phonetic explanation, and independent practice were grouped into themes explaining how students utilized ChatGPT to enhance their self-learning pronunciation.

4. Reviewing Themes

The identified themes were then reviewed to ensure that they accurately represented the data as a whole. This process involved checking the consistency of each theme against the coded data and examining whether the themes were relevant to the research questions. Themes that overlapped were merged, while themes that lacked sufficient supporting data were revised or eliminated. The researcher also compared the themes with participants' original statements to ensure that the interpretation remained grounded in the data. Through this process, the researcher refined the themes so that they clearly reflected students' real experiences in using ChatGPT for self-learning pronunciation.

5. Defining and Naming Themes

At this stage, each theme was clearly defined and named. The researcher described the scope and focus of each theme in detail to ensure clarity and relevance to the research objectives. The themes were named based on the dominant patterns found in the data and aligned with the theoretical framework of the study. These themes included the role of ChatGPT in improving pronunciation proficiency, increasing pronunciation practice motivation, developing learning strategies, supporting automated speech analysis and feedback, and providing instant and practical pronunciation

support. This step helped transform the coded data into coherent analytical categories that explained the role and utilization of ChatGPT in enhancing students' self-learning pronunciation.

6. Interpreting and Reporting the Findings

The final phase involved interpreting the themes and presenting the findings in a descriptive and systematic manner. The researcher related the themes to the research questions and explained how students experienced the use of ChatGPT in supporting their self-learning pronunciation. The findings were supported by representative quotations from the interview participants, which illustrated the identified themes and strengthened the credibility of the analysis. Through this interpretation, the researcher presented clear explanations of the role of ChatGPT in assisting students' pronunciation learning and the ways students utilized ChatGPT to improve their pronunciation independently.

Through the thematic analysis process, the researcher was able to analyze the qualitative data systematically and present credible findings that reflected students' experiences and perceptions. The analysis also enabled the researcher to identify meaningful patterns related to the role of ChatGPT in supporting self-learning pronunciation and the ways students utilized its features to improve pronunciation proficiency, increase learning motivation, develop learning strategies, and engage in independent pronunciation practice. These findings provided a comprehensive understanding of how

ChatGPT contributed to students' self-learning pronunciation in the English Tadris Study Program at IAIN Curup.

7. Trustworthiness of the Data

In qualitative research, trustworthiness is important to ensure that the data and findings are credible, consistent, and based on participants' actual experiences. Since this study used semi-structured interviews as the main data collection technique, the researcher applied several strategies to maintain the trustworthiness of the data. The trustworthiness of this study was established through credibility, transferability, dependability, and confirmability.

First, credibility was maintained by ensuring that the data were collected from participants who had direct experience in using ChatGPT for pronunciation practice. The participants were selected through purposive sampling based on specific criteria, including having completed the Phonology course, obtaining an A grade in the course, and having used ChatGPT for pronunciation learning for at least three months. These criteria ensured that the participants were able to provide relevant and meaningful information related to the research questions.

In addition, the researcher used semi-structured interviews to obtain detailed information regarding students' experiences, perceptions, and practices in using ChatGPT for self-learning pronunciation. During the interviews, the researcher asked follow-up questions to clarify participants' responses and gain deeper understanding of their experiences.

Furthermore, member checking was conducted to strengthen the credibility of the findings. After the interview data were analyzed and the initial interpretations were developed, the researcher confirmed the accuracy of the interpretations with the participants. This process allowed participants to review whether the researcher's interpretation accurately represented their experiences and provided opportunities for clarification when necessary. Through member checking, the researcher ensured that the identified themes reflected the participants' actual experiences in using ChatGPT to support their self-learning pronunciation.

Second, transferability was supported by providing a detailed description of the research context, participants, and research procedures. The researcher described the setting of the study, including the English Tadris Study Program at IAIN Curup, the characteristics and selection criteria of the participants, the number of participants involved, and the process of data collection and analysis. Providing these detailed descriptions allows readers to understand the specific context in which the findings were generated.

Furthermore, the researcher presented a clear explanation of the participants' experiences in using ChatGPT for self-learning pronunciation, including how they utilized ChatGPT features, received pronunciation feedback, practiced independently, and developed their learning strategies. These detailed descriptions enable readers to evaluate the similarity between the research context and other EFL learning contexts. Therefore, although the findings of qualitative research are not intended for statistical generalization,

the detailed contextual information provided in this study allows readers to determine the potential relevance and applicability of the findings to similar educational settings.

Third, dependability was maintained by applying a systematic and well-documented research procedure throughout the study. The researcher developed the semi-structured interview guide based on the research questions and theoretical framework related to ChatGPT-assisted pronunciation learning, self-learning, and AI-based language learning. Before data collection, the interview instrument was validated to ensure that the questions were relevant and able to obtain information related to the objectives of the study.

During the data analysis process, the researcher followed a consistent procedure by transcribing the interview data, repeatedly reviewing the transcripts, generating initial codes, categorizing related codes, developing themes, and interpreting the findings using Braun and Clarke's six phases of thematic analysis. These phases included familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report.

In addition, the researcher maintained an audit trail by documenting important stages of the research process, including interview procedures, transcription results, coding decisions, theme development, and revisions during the analysis process. This documentation allowed the research process to be traced and examined systematically. Therefore, the dependability of this

study was strengthened because the research procedures were conducted consistently and transparently from data collection to the presentation of findings.

Fourth, confirmability was maintained by ensuring that the findings were derived from the participants' actual experiences rather than the researcher's personal assumptions or interpretations. The researcher supported each identified theme with relevant excerpts from the interview data to demonstrate that the findings were grounded in participants' responses regarding their experiences of using ChatGPT for self-learning pronunciation.

Furthermore, the researcher applied reflexivity throughout the research process by continuously reflecting on the data interpretation and avoiding personal judgments that were not supported by the collected data. During the analysis process, the researcher compared the developed codes and themes with the original interview transcripts to ensure that the interpretations accurately represented the participants' statements.

In addition, the researcher maintained an audit trail by keeping records of the interview transcripts, coding processes, theme development, and analytical decisions. These records provided evidence that the research findings were systematically developed from the collected data. Therefore, confirmability was strengthened because the findings reflected the participants' experiences and were supported by a transparent and traceable analysis process.

Through these strategies, the researcher attempted to ensure that the data analysis and findings were trustworthy. The use of purposive sampling, semi-structured interviews, systematic thematic analysis, and interview excerpts helped strengthen the credibility and reliability of the research findings.

CHAPTER IV

FINDINGS & DISCUSSION

This chapter presents the findings derived from semi-structured interviews conducted during the research. The study aimed to investigate the role of ChatGPT in assisting students' self-learning pronunciation and to explore how students utilized ChatGPT to enhance their pronunciation learning. The data were obtained from twelve students of the English Tadris Study Program at IAIN Curup who had experience using ChatGPT for independent pronunciation learning. The findings are organized based on the two research questions and are supported by representative interview excerpts from the participants. This chapter also presents the discussion by relating the findings to the theoretical framework and previous studies.

A. Findings

1. The Role of ChatGPT in Assisting Students' Self-Learning Pronunciation

The first research question explored the role of ChatGPT in assisting students' self-learning pronunciation at the English Tadris Study Program of IAIN Curup. To address this question, the researcher conducted semi-structured interviews with twelve students who had experience using ChatGPT for independent pronunciation learning. The interview questions and analytical framework were developed based on the theoretical framework proposed by Liu et al. 2025, which includes three dimensions of AI-assisted pronunciation learning: pronunciation proficiency

improvement, pronunciation practice motivation and confidence, and self-regulated pronunciation learning strategies.

Following the validation of the interview guide, the semi-structured interviews were conducted from May 11 to May 26, 2026. The interviews involved twelve participants and were conducted face-to-face using Indonesian and the local Curup dialect to facilitate natural communication. Each interview lasted approximately 16 to 25 minutes, was audio-recorded with the participants' consent, transcribed verbatim, and translated into English for data analysis and reporting.

The findings were organized into two categories: theory-driven findings and emergent findings. The theory-driven findings were classified according to the three dimensions proposed by Liu et al. 2025, namely pronunciation proficiency improvement, pronunciation practice motivation and confidence, and self-regulated pronunciation learning strategies. In addition, the analysis identified several emergent findings that consistently appeared in participants' responses but were not explicitly included in the theoretical framework.

a) The Role of ChatGPT

1) Pronunciation Proficiency Improvement

- a. Facilitating the Identification of Pronunciation Errors
- b. Providing Corrective Pronunciation Feedback
- c. Improving Pronunciation Clarity and Intelligibility
- d. Supporting Repeated Pronunciation Practice

- 2) Pronunciation Practice Motivation and Confidence
 - a. Encouraging Independent Pronunciation Practice
 - b. Building Students' Speaking Confidence
 - c. Enhancing Learning Motivation through Immediate Feedback
 - d. Promoting Consistent Pronunciation Practice
- 3) Self-Regulated Pronunciation Learning Strategies
 - a. Supporting Pronunciation Goal Setting
 - b. Facilitating Monitoring of Pronunciation Errors
 - c. Assisting Articulation Adjustment
 - d. Supporting Pronunciation Progress Evaluation
 - e. Encouraging the Application of Feedback in Future Speaking Tasks

2. How do Students' Utilize of ChatGPT to Enhance Self-Learning Pronunciation

The second research question explored how students utilized ChatGPT to enhance their self-learning pronunciation at the English Tadris Study Program of IAIN Curup. To address this question, the researcher conducted semi-structured interviews with twelve students who had experience using ChatGPT for independent pronunciation learning. The interview questions and analytical framework were developed based on the theoretical framework proposed by Bashori et al. 2024, which includes two dimensions of AI-assisted pronunciation learning: Automated Speech Analysis and Feedback and Instant and Cost-Efficient Pronunciation Support.

Following the validation of the interview guide, the semi-structured interviews were conducted from May 11 to May 26, 2026. The interviews involved twelve participants and were conducted face-to-face using Indonesian and the local Curup dialect to facilitate natural communication. Each interview lasted approximately 16 to 25 minutes, was audio-recorded with the participants' consent, transcribed verbatim, and translated into English for data analysis and reporting.

The findings were organized into two categories: theory-driven findings and emergent findings. The theory-driven findings were classified according to the two dimensions proposed by Bashori et al. 2024, namely Automated Speech Analysis and Feedback and Instant and Cost-Efficient Pronunciation Support. In addition, the analysis identified several emergent findings that consistently appeared in participants' responses but were not explicitly included in the theoretical framework.

a) Students' Utilization of ChatGPT

1) Automated Speech Analysis and Pronunciation Feedback

- a. Reviewing Speech Transcriptions to Identify Pronunciation Errors
- b. Comparing Pronunciation with Target Pronunciation Models
- c. Identifying Errors in Phonemes, Stress, and Intonation
- d. Reflecting on Mismatches Between Produced Speech and Target Pronunciation
- e. Revising Pronunciation Through Repeated Practice

2) Instant and Cost-Efficient Pronunciation Support

- a. Receiving Immediate Pronunciation Feedback
- b. Using Phonetic Explanations for Pronunciation Improvement
- c. Practicing Pronunciation Independently Without Waiting for Teacher Correction
- d. Practicing Pronunciation Outside the Classroom
- e. Utilizing ChatGPT as an Accessible and Practical Learning Tool

3. Contextual Findings

In addition to the theory-driven findings presented in the first and second research questions, the analysis also revealed several emergent findings that were not explicitly represented in the theoretical frameworks proposed by Liu et al. 2025 and Bashori et al. 2024. These findings consistently emerged from the participants' interview responses during the coding and thematic analysis process. To provide a clearer presentation, the emergent findings are organized according to the research questions from which they emerged. Two emergent findings are related to the role of ChatGPT in assisting students' self-learning pronunciation, while the other two are related to students' utilization of ChatGPT to enhance their self-learning pronunciation.

a. Contextual Findings Related to the First Research Question

The analysis of the first research question identified two additional roles of ChatGPT that were not explicitly included in Liu et al.'s 2025

theoretical framework. These findings consistently appeared across participants' responses and demonstrate how ChatGPT supported students' self-learning pronunciation beyond the predefined theoretical dimensions.

- 1) ChatGPT as an Alternative Pronunciation Practice Partner
- 2) Cross-Checking ChatGPT Feedback with Other Digital Pronunciation Resources

b. Contextual Findings Related to the Second Research Question

The analysis of the second research question also identified two additional utilization strategies that were not explicitly represented in Bashori et al.'s (2024) theoretical framework. These findings illustrate how students adapted ChatGPT to overcome practical challenges and to support their pronunciation learning in various academic contexts.

- 1) Text-Based Clarification as a Backup Strategy
- 2) Context-Based Pronunciation Preparation

B. Discussion

This section discusses the findings of the study in relation to the theoretical framework presented in Chapter II. The discussion focuses on the role of ChatGPT in assisting students' self-learning pronunciation and how students utilized ChatGPT to enhance their pronunciation learning. The discussion does not only restate the findings, but also connects them with relevant theories, concepts, and previous studies related to pronunciation learning, self-learning,

corrective feedback, motivation, self-regulated learning, AI-assisted pronunciation learning, and technology-based pronunciation support.

The findings show that ChatGPT supported students' pronunciation learning not only as a pronunciation correction tool, but also as a motivational support, a self-regulated learning aid, an alternative pronunciation practice partner, and a practical digital tool for independent pronunciation practice. In addition, the findings also revealed several emergent findings that were not directly stated in the theoretical indicators, such as cross-checking ChatGPT feedback with other digital pronunciation sources, using text-based clarification when voice recognition was unclear, and preparing pronunciation for specific academic and speaking contexts.

1. The Role of ChatGPT in Assisting Students' Self-Learning Pronunciation

The findings of the first research question showed that ChatGPT played multiple roles in assisting students' self-learning pronunciation. The findings indicate that ChatGPT supported students through the three roles proposed by Liu et al. 2025, namely pronunciation proficiency improvement, pronunciation practice motivation and confidence, and self-regulated pronunciation learning strategies.

In addition, this study identified two emergent roles, namely ChatGPT as an alternative pronunciation practice partner and students' practice of cross-checking ChatGPT feedback with other digital pronunciation sources. These findings suggest that ChatGPT functioned not only as an AI-assisted pronunciation learning tool but also as a learning partner that supported

students' independent pronunciation learning beyond the theoretical framework.

Liu et al. explain that AI-assisted pronunciation learning supports learners through three major roles, namely pronunciation proficiency improvement, pronunciation practice motivation and confidence, and self-regulated pronunciation learning strategies. The findings of the present study are consistent with this theoretical framework because ChatGPT helped students improve different aspects of their pronunciation by identifying pronunciation errors, correcting mispronounced words, improving pronunciation clarity, and encouraging repeated pronunciation practice.

ChatGPT also increased students' motivation and confidence by encouraging independent pronunciation practice, creating a comfortable learning environment, and promoting consistent engagement in pronunciation learning. Furthermore, ChatGPT supported students' self-regulated pronunciation learning by helping them establish specific pronunciation goals, monitor recurring pronunciation errors, adjust articulation techniques, evaluate their pronunciation progress, and apply corrective feedback in future speaking activities.

These findings demonstrate that ChatGPT supported students through the three major roles of AI-assisted pronunciation learning proposed by Liu et al. namely pronunciation proficiency improvement, pronunciation practice motivation and confidence, and self-regulated pronunciation learning strategies. Collectively, these roles indicate that ChatGPT contributed to both

the cognitive and behavioral aspects of students' independent pronunciation learning by facilitating continuous improvement, encouraging sustained practice, and promoting greater learner autonomy.

Beyond the roles proposed by Liu et al. this study also identified two emergent roles that extend the theoretical framework. First, ChatGPT functioned as an alternative pronunciation practice partner, allowing students to practice independently whenever lecturers, classmates, or other speaking partners were unavailable. Second, students used ChatGPT critically by cross-checking its pronunciation feedback with other digital pronunciation resources, such as YouTube, Google Translate, and native speaker examples, to verify pronunciation accuracy. These findings suggest that the role of ChatGPT extends beyond the dimensions of AI-assisted pronunciation learning proposed by Liu et al. as it also supports independent pronunciation practice and encourages students to become more critical and reflective learners during the self-learning process.

The findings of the present study are consistent with previous research on the educational use of ChatGPT for pronunciation learning. Shak, Chang, and Loo reported that ChatGPT improved learners' pronunciation by providing immediate feedback, encouraging repeated practice, and supporting independent learning. Similarly, the present study found that ChatGPT played multiple roles in assisting students' self-learning pronunciation by improving pronunciation proficiency, increasing motivation and confidence, and developing self-regulated pronunciation learning strategies. Beyond these

theoretical roles, the present study also identified that ChatGPT functioned as an alternative pronunciation practice partner and encouraged students to verify its feedback using other digital pronunciation resources.

Based on the discussion above, ChatGPT can be understood as a multidimensional learning assistant for self-learning pronunciation. The findings demonstrate that ChatGPT supported students not only in improving their pronunciation skills but also in fostering greater independence, confidence, and responsibility in pronunciation learning. Therefore, ChatGPT contributed not only to students' pronunciation development but also to the broader process of autonomous pronunciation learning.

However, the findings also reveal that ChatGPT has several limitations in supporting students' self-learning pronunciation. Although ChatGPT provided immediate pronunciation feedback and opportunities for independent practice, students recognized that AI-generated feedback could not always be considered completely accurate, particularly when voice recognition failed to identify unclear pronunciation or when different pronunciation variations occurred. Therefore, some students cross-checked ChatGPT feedback with other pronunciation resources, such as YouTube pronunciation videos, online dictionaries, and native speaker examples. This finding indicates that ChatGPT should not be viewed as the only source of pronunciation knowledge but rather as a supplementary learning tool that requires students' critical evaluation and appropriate use. The findings related to the first research question are presented in the following table

Table 4.1 Findings on the Roles of ChatGPT in Assisting Students' Self-Learning Pronunciation

No	The Role of ChatGPT	Interview Results	Students Included
1.	Pronunciation Proficiency Improvement	1. Identification of specific pronunciation errors : ChatGPT helped students identify specific pronunciation errors by providing immediate feedback. This feedback increased students' awareness of incorrect sounds, word stress, and other pronunciation aspects that required improvement. 2. Correction of mispronounced words or sounds : ChatGPT supported students in correcting mispronounced words and sounds through repeated practice. Students improved their pronunciation by following the feedback and practicing the	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12

		corrected pronunciation several times. 3. Improvement in pronunciation clarity and intelligibility : ChatGPT contributed to improving students' pronunciation clarity and intelligibility. Regular pronunciation practice enabled students to produce clearer and more understandable speech. 4. Repeated pronunciation practice based on feedback : ChatGPT encouraged students to use pronunciation feedback for repeated practice. Continuous repetition helped students strengthen their pronunciation accuracy and confidence.	
2.	Pronunciation Practice Motivation and Confidence	5. Independent pronunciation practice outside the classroom : ChatGPT encouraged students to practice pronunciation independently outside the	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12

		classroom. Its accessibility allowed students to learn according to their own schedules and learning needs. 6. Speaking confidence : ChatGPT increased students' confidence in practicing pronunciation by providing a comfortable and non-judgmental learning environment. This condition reduced anxiety and encouraged students to speak more confidently. 7. Motivation after receiving feedback : Immediate feedback from ChatGPT motivated students to continue practicing pronunciation. Receiving instant corrections encouraged them to improve their pronunciation consistently. 8. Consistent engagement in pronunciation practice : ChatGPT promoted	
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		consistent engagement in pronunciation practice by providing flexible and easily accessible learning opportunities. Students were able to practice regularly whenever needed.	
3.	Self-Regulated Pronunciation Learning Strategies	9. Specific pronunciation goal-setting : ChatGPT supported students in setting specific pronunciation goals based on their individual learning needs. Students focused on improving particular pronunciation aspects during each practice session. 10. Monitoring of recurring pronunciation errors : ChatGPT enabled students to monitor recurring pronunciation errors through continuous corrective feedback. This process helped students recognize mistakes that required further practice. 11. Adjustment of articulation techniques :	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12

		ChatGPT assisted students in adjusting their articulation techniques by providing pronunciation models and corrective feedback. Students improved their pronunciation through imitation and repeated practice. 12.Evaluation of pronunciation progress : ChatGPT supported students in evaluating their pronunciation progress over time. Students reflected on their improvement by comparing their current pronunciation with their previous performance. 13.Application of feedback in future pronunciation tasks : ChatGPT encouraged students to apply pronunciation feedback in future speaking activities. Students transferred the corrected pronunciation to classroom	
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		presentations, speaking tasks, and everyday communication.	
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Based on the table above, the researcher explains the findings as follows.

1) Pronunciation Proficiency Improvement

The first finding shows that ChatGPT helped students improve their pronunciation proficiency. Most students stated that ChatGPT helped them identify specific pronunciation errors, especially in vowel sounds, consonant sounds, word stress, intonation, and unclear articulation. Through feedback from ChatGPT, the students became more aware of the parts of pronunciation that needed improvement.

Based on these findings, ChatGPT plays a significant role in supporting students' pronunciation proficiency improvement. The researcher identified that ChatGPT helped students recognize pronunciation errors, correct mispronounced sounds, and improve pronunciation clarity through repeated practice. One key item of this component is identifying specific pronunciation errors, which is supported by an interview with one of the participants.

Interview Data Student 1:

“Yes, ChatGPT helps me know my pronunciation mistakes. Usually, after I pronounce a word, ChatGPT gives feedback and I can know which part is wrong. Most of my mistakes are in vowel sounds and consonant sounds.”

Based on the result of the interview with Student 1, the researcher found that ChatGPT helped the student identify specific pronunciation errors. The feedback from ChatGPT made the student more aware of the incorrect sounds, especially vowel and consonant sounds.

2) Pronunciation Practice Motivation and Confidence

The second finding shows that ChatGPT increased students' motivation and confidence in pronunciation practice. Many students felt more comfortable practicing with ChatGPT because it did not judge them when they made mistakes. This condition made students feel more relaxed, less anxious, and more willing to repeat pronunciation practice.

Based on these findings, ChatGPT plays an important role in increasing students' motivation and confidence in pronunciation practice. The researcher identified that ChatGPT provided a comfortable and non-judgmental learning environment. One key item of this component is speaking confidence, which is supported by an interview with one of the participants.

Interview Data Student 1:

“Practicing with ChatGPT feels more relaxed because there is no pressure like practicing directly with other people. I also feel more confident because ChatGPT corrects my pronunciation without judging me.”

Based on the result of the interview with Student 1, the researcher found that ChatGPT helped the student feel more confident in practicing

pronunciation. The student felt comfortable because ChatGPT provided correction without judgment.

3) Self-Regulated Pronunciation Learning Strategies

The third finding shows that ChatGPT helped students develop self-regulated pronunciation learning strategies. Students did not only use ChatGPT to receive correction, but also to set learning goals, monitor repeated errors, adjust articulation techniques, evaluate progress, and apply feedback in future speaking tasks.

Based on these findings, ChatGPT plays a role in developing students' self-regulated pronunciation learning strategies. The researcher identified that students used ChatGPT to plan, monitor, and evaluate their pronunciation learning. One key item of this component is specific pronunciation goal-setting, which is supported by an interview with one of the participants.

Interview Data Student 2:

“When I practice with ChatGPT, I usually focus on certain sounds, word stress, or intonation, especially when I read long sentences.”

Based on the result of the interview with Student 2, the researcher found that the student used ChatGPT with specific pronunciation targets. The student did not practice randomly, but focused on particular pronunciation aspects, such as sounds, word stress, and intonation.

In addition to the findings derived from the theoretical framework proposed by Liu et al., the researcher also identified two additional

findings that emerged from the participants' interview responses through thematic analysis. Although these findings were not included in the theoretical indicators, they consistently appeared across the participants' experiences of using ChatGPT for self-learning pronunciation.

The additional findings were identified as ChatGPT as an alternative pronunciation practice partner and students' practice of cross-checking ChatGPT feedback with other digital pronunciation sources. These findings represent participants' authentic experiences beyond the existing theoretical framework and demonstrate additional roles of ChatGPT in supporting independent pronunciation learning. The additional findings are presented in Table 4.2:

Table 4.2 Emergent Findings on the Roles of ChatGPT in Assisting Students' Self-Learning Pronunciation

No	The Role of ChatGPT	Interview Results	Students Included
1.	ChatGPT as an Alternative Pronunciation Practice Partner	Students perceived ChatGPT as an alternative pronunciation practice partner that enabled them to practice independently whenever lecturers, tutors, or peers were unavailable.	S2, S7, S11
2.	Cross-Checking ChatGPT Feedback with Other Digital	Students reported comparing ChatGPT's pronunciation	S1, S5 ,S12

	Pronunciation Sources	feedback with other digital resources, such as YouTube, TikTok, Google Translate, and native-speaker models to verify pronunciation accuracy.	
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Based on the table above, the additional findings of the first research question are explained as follows.

1) ChatGPT as an Alternative Pronunciation Practice Partner

The fourth finding is an emergent finding that appeared from the interview data. ChatGPT functioned as an alternative pronunciation practice partner. Some students stated that ChatGPT helped them practice pronunciation when they had no partner, tutor, lecturer, or friend available. This role was important because pronunciation practice requires repetition and feedback, while students do not always have access to other people for practice.

Based on these findings, ChatGPT plays a role as an alternative pronunciation practice partner. The researcher identified that students used ChatGPT to continue practicing pronunciation independently when human support was not available. This finding is supported by an interview with one of the participants.

Interview Data Student 7:

“ChatGPT is very helpful for me because I do not have a partner to practice with and I do not join any course. So, ChatGPT helps me practice pronunciation independently at home.”

Based on the result of the interview with Student 7, the researcher found that ChatGPT functioned as an alternative practice partner. The student used ChatGPT to support independent pronunciation practice when she did not have a speaking partner.

This finding is also supported by the interview data from Student 2.

Interview Data Student 2:

“I do not need to wait for class schedules or friends to practice pronunciation because ChatGPT can be used anytime.”

Based on the result of the interview with Student 2, the researcher found that ChatGPT reduced the student’s dependence on other people. The student could practice pronunciation independently without waiting for friends or classroom activities.

Therefore, ChatGPT functioned as an alternative pronunciation practice partner by providing flexible opportunities for students to practice independently outside the classroom.

2) Cross-Checking ChatGPT Feedback with Other Digital Pronunciation Sources

The fifth finding is also an emergent finding. Some students did not rely only on ChatGPT. They cross-checked ChatGPT feedback with other digital sources, such as YouTube, TikTok, Instagram, Google Translate, or native speaker examples. This finding emerged from participants' real experiences and shows that students used ChatGPT as part of a broader digital learning strategy.

Based on these findings, students used ChatGPT critically in their self-learning pronunciation. The researcher identified that students compared ChatGPT feedback with other pronunciation sources to confirm the accuracy of the feedback. This finding is supported by an interview with one of the participants.

Interview Data Student 1:

“When I realize that there is a pronunciation mistake, I sometimes compare the sound with YouTube or TikTok because ChatGPT is still a robot and it may have limitations.”

Based on the result of the interview with Student 1, the researcher found that the student did not fully depend on ChatGPT. The student cross-checked ChatGPT feedback with other digital sources to make sure that the pronunciation was correct.

This finding is also supported by the interview data from Student 5.

Interview Data Student 5:

“I follow the pronunciation model from ChatGPT, but I also compare it with native speakers from YouTube or other social media.”

Based on the result of the interview with Student 5, the researcher found that the student used other digital sources to verify ChatGPT feedback. This shows that students used ChatGPT as one of several pronunciation learning resources.

Therefore, the practice of cross-checking ChatGPT feedback with other digital sources shows that students used ChatGPT critically and strategically. ChatGPT became part of a broader digital pronunciation learning process rather than the only source of pronunciation correction.

2. Students’ Utilization of ChatGPT to Enhance Self-Learning Pronunciation

The findings of the second research question showed that students utilized ChatGPT in various ways to enhance their self-learning pronunciation. The findings indicate that students utilized ChatGPT through the two main components proposed by Bashori et al. namely automated speech analysis and pronunciation feedback, and instant and practical pronunciation support. These findings suggest that students utilized ChatGPT not only as an AI-assisted pronunciation feedback tool but also as a practical learning assistant that supported flexible, independent, and continuous pronunciation practice.

Bashori et al. explain that AI-assisted pronunciation learning enhances learners' pronunciation through two major components, namely automated speech analysis and pronunciation feedback, and instant and practical pronunciation support. The findings of the present study are consistent with this theoretical framework because students utilized ChatGPT to analyze their pronunciation performance, identify pronunciation errors, receive immediate corrective feedback, and monitor their pronunciation improvement through automated feedback.

In addition, students utilized ChatGPT as an accessible pronunciation learning tool that enabled them to practice pronunciation anytime and anywhere, repeat pronunciation exercises independently, and receive practical pronunciation support according to their individual learning needs. These findings demonstrate that students actively utilized ChatGPT to support both pronunciation feedback and continuous independent pronunciation practice.

The first way students utilized ChatGPT to enhance their self-learning pronunciation was through automated speech analysis and pronunciation feedback. The findings showed that students used ChatGPT to analyze their pronunciation performance, identify pronunciation errors, receive immediate corrective feedback, understand phonetic transcriptions and pronunciation models, and monitor their pronunciation improvement over time. These findings indicate that students actively utilized ChatGPT to obtain detailed pronunciation feedback that enabled them to recognize their pronunciation

weaknesses, make corrections, and continuously improve their pronunciation through independent practice.

Bashori et al. explain that AI-assisted pronunciation learning enhances learners' pronunciation by providing automated speech analysis and immediate corrective feedback that enable learners to recognize pronunciation errors and improve their pronunciation performance through continuous practice. The findings of the present study are consistent with this theoretical framework because students utilized ChatGPT to analyze their pronunciation, identify pronunciation errors, receive immediate corrective feedback, interpret phonetic transcriptions and pronunciation models, and monitor their pronunciation progress over time. These findings suggest that students actively utilized ChatGPT as an automated pronunciation feedback tool that supported continuous reflection, correction, and improvement throughout their independent pronunciation learning process.

The second way students utilized ChatGPT to enhance their self-learning pronunciation was through instant and practical pronunciation support. The findings showed that students utilized ChatGPT because it was easily accessible anytime and anywhere, enabled flexible and independent pronunciation practice, provided immediate responses to pronunciation questions, and supported continuous pronunciation practice according to their individual learning needs. These findings indicate that students actively utilized ChatGPT as a practical pronunciation learning assistant that

facilitated independent learning by providing flexible access to pronunciation practice and immediate support whenever needed.

Bashori et al. explain that AI-assisted pronunciation learning should provide learners with instant and practical pronunciation support by enabling flexible access to pronunciation practice and immediate assistance whenever needed. The findings of the present study are consistent with this theoretical framework because students utilized ChatGPT as an accessible learning tool that allowed them to practice pronunciation independently at their own pace, receive immediate responses to pronunciation-related questions, and repeat pronunciation practice without being limited by time or place. These findings demonstrate that students utilized ChatGPT not only as a source of pronunciation feedback but also as a practical learning assistant that supported continuous and self-directed pronunciation practice.

The findings of the present study are consistent with the study conducted by Shak, Chang, and Loo, who found that ChatGPT supported learners' pronunciation through immediate feedback, repeated pronunciation practice, and independent learning. Similarly, the present study found that students utilized ChatGPT to obtain automated pronunciation feedback while also using it as an accessible pronunciation learning tool for continuous self-learning. However, the present study extends previous research by demonstrating that students utilized ChatGPT not only to receive pronunciation feedback but also to monitor their pronunciation progress,

practice independently according to their own learning needs, and integrate ChatGPT into their daily pronunciation learning activities

Based on the discussion above, students utilized ChatGPT as a comprehensive AI-assisted learning tool to enhance their self-learning pronunciation. The findings demonstrate that students utilized ChatGPT through automated speech analysis and pronunciation feedback, as well as instant and practical pronunciation support, to improve their pronunciation independently. By combining immediate corrective feedback with flexible and continuous pronunciation practice, ChatGPT enabled students to become more active, independent, and engaged in their pronunciation learning. Therefore, the utilization of ChatGPT contributed not only to students' pronunciation improvement but also to the development of more effective and autonomous self-learning pronunciation practices.

The findings of this study provide several implications for pronunciation learning. For students, ChatGPT can be utilized as a supplementary tool to support independent pronunciation practice through immediate feedback, repeated exercises, and self-monitoring activities. However, students need to use ChatGPT critically by evaluating AI-generated feedback and combining it with other reliable pronunciation resources or human guidance.

For pronunciation instructors, the findings suggest that ChatGPT can be integrated into pronunciation learning as a supporting technology rather than a replacement for teachers. Lecturers can encourage students to use ChatGPT for additional practice outside the classroom while guiding them to

understand the strengths and limitations of AI-based pronunciation feedback. Through appropriate integration, ChatGPT may expand opportunities for pronunciation practice and promote greater learner autonomy while maintaining the important role of teachers in providing pedagogical guidance. The findings related to the second research question are presented in the following table:

Table 4.3 Findings on Students' Utilization of ChatGPT to Enhance Self-Learning Pronunciation

No	Students' Utilization of ChatGPT	Interview Results	Student Included
1.	Automated Speech Analysis and Pronunciation Feedback	1. Review of spoken output transcription : ChatGPT enabled students to review the transcription of their spoken output to identify pronunciation errors. The transcription helped students compare their spoken words with the intended pronunciation and evaluate their progress over time. 2. Comparison with target pronunciation models : ChatGPT supported students in comparing their pronunciation with target pronunciation	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12

		models. This comparison helped students recognize differences in pronunciation and improve their pronunciation through imitation and repeated practice. 3. Identification of errors in phonemes, stress, or intonation : ChatGPT helped students identify errors in phonemes, word stress, and intonation through pronunciation feedback. This process increased students' awareness of specific pronunciation aspects that required improvement. 4. Reflection on mismatches between produced speech and target forms : ChatGPT encouraged students to reflect on differences between their pronunciation and the intended pronunciation. Students used these differences to identify possible errors and	
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		improve their pronunciation through further practice. 5. Revision of pronunciation through repeated practice : ChatGPT encouraged students to revise their pronunciation through repeated practice. Continuous repetition helped students improve pronunciation accuracy and produce more natural pronunciation.	
2.	Instant and Cost-Efficient Pronunciation Support	6. Immediate feedback after speaking : ChatGPT provided immediate pronunciation feedback after students completed speaking activities. This instant feedback enabled students to recognize and correct pronunciation errors without delay. 7. Phonetic explanations for mispronounced words : ChatGPT provided phonetic explanations that helped students understand how to pronounce difficult words	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12

		correctly. These explanations improved students' understanding of pronunciation beyond simple imitation. 8. Repeated pronunciation practice without waiting for teacher correction : ChatGPT enabled students to practice pronunciation independently without waiting for teacher or peer correction. This flexibility allowed students to practice whenever they needed pronunciation support. 9. Independent pronunciation practice outside the classroom : ChatGPT supported students in practicing pronunciation independently outside the classroom. Its flexibility allowed students to integrate pronunciation practice into their daily learning activities.	
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		10. Perceived accessibility and practicality for continuous improvement : ChatGPT was perceived as an accessible and practical learning tool for continuous pronunciation improvement. Its flexibility encouraged students to practice independently and maintain their pronunciation learning consistently.	
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Based on the table above, the researcher explains the findings as follows:

1) Automated Speech Analysis and Pronunciation Feedback

The first finding shows that students utilized ChatGPT to analyze their pronunciation through voice chat, transcription, pronunciation models, and feedback. Students used voice chat to pronounce English words or sentences, then checked whether ChatGPT could recognize their speech correctly. When the transcription or response was different from what they intended to say, they considered it as a sign that their pronunciation needed improvement.

Based on these findings, ChatGPT was utilized as an automated speech analysis and pronunciation feedback tool. The researcher identified that students used ChatGPT to review their spoken output,

compare their pronunciation with the expected pronunciation, identify errors, and revise their pronunciation through repeated practice. One key item of this component is reviewing transcription of spoken output, which is supported by an interview with one of the participants.

Interview Data Student 11:

“I use voice chat to pronounce English words or sentences, and then I check whether ChatGPT captures my speech correctly. I also see the transcription to know whether the words that appear are different from what I actually want to say.”

Based on the result of the interview with Student 11, the researcher found that the student utilized ChatGPT to review his spoken output through voice chat and transcription. The transcription helped the student identify whether his pronunciation was clear enough to be recognized by ChatGPT.

2) Instant and Cost-Efficient Pronunciation Support

The second finding shows that students utilized ChatGPT as an instant and practical pronunciation support tool. Many students stated that ChatGPT provided immediate feedback after they spoke. The feedback helped them know which part of their pronunciation was incorrect and how to correct it. Students also considered ChatGPT practical because it could be accessed anytime and anywhere through a mobile phone or laptop.

Based on these findings, ChatGPT was utilized as a fast and flexible pronunciation support tool. The researcher identified that students used

ChatGPT to receive immediate feedback, obtain pronunciation explanations, and repeat pronunciation practice without waiting for correction from lecturers, tutors, or friends. One key item of this component is receiving immediate feedback after speaking, which is supported by an interview with one of the participants.

Interview Data Student 2:

“ChatGPT feedback is very helpful because I can immediately know my pronunciation mistakes without waiting for a long time.”

Based on the result of the interview with Student 2, the researcher found that ChatGPT provided immediate pronunciation feedback. The student could recognize pronunciation mistakes directly after practicing, which made the correction process faster.

In addition to the findings derived from the theoretical framework proposed by Bashori et al., the researcher also identified two additional findings that emerged from the participants' interview responses through thematic analysis. Although these findings were not included in the theoretical indicators, they consistently appeared in the participants' experiences of utilizing ChatGPT for self-learning pronunciation. The additional findings were identified as text-based clarification as a backup strategy in voice pronunciation practice and context-based pronunciation preparation. These findings are presented in Table 4.4.

Table 4.4 Emergent Findings on Students' Utilization of ChatGPT to Enhance Self-Learning

No	Students' Utilization of ChatGPT	Interview Results	Students Included
1.	Text-Based Clarification as a Backup Strategy in Voice Pronunciation Practice	Students utilized ChatGPT's text-based interaction to clarify pronunciation explanations, phonetic symbols, or pronunciation instructions when voice interaction did not fully meet their learning needs.	S4, S6, S7, S8
2.	Context-Based Pronunciation Preparation	Students utilized ChatGPT to prepare pronunciation before speaking activities by practicing words, phrases, or sentences related to specific academic or daily communication contexts.	S1, S2, S3, S4, S8, S9, S11

Based on the table above, the additional findings of the second research question are explained as follows.

1) Text-Based Clarification as a Backup Strategy in Voice Pronunciation Practice

The third finding is an emergent finding that appeared from the interview data. Students used text-based clarification as a backup strategy when ChatGPT misunderstood their spoken pronunciation. Some students typed the intended word or sentence in the chat when the voice chat feature did not recognize their pronunciation correctly. After clarifying the word through text, they practiced it again using voice chat.

Based on these findings, students did not only rely on voice chat, but also combined voice chat with written chat to support pronunciation learning. The researcher identified that text-based clarification helped students overcome the limitation of voice recognition and understand the correct word before repeating the pronunciation. This finding is supported by an interview with one of the participants.

Interview Data Student 4:

“When ChatGPT misunderstands the word that I say, I usually clarify it by typing the word in the chat. After that, I practice saying the word again through voice chat.”

Based on the result of the interview with Student 4, the researcher found that the student used text-based clarification to help ChatGPT understand the intended word. This strategy helped the student

continue pronunciation practice even when the voice chat did not recognize the spoken word correctly.

This finding is also supported by the interview data from Student 8.

Interview Data Student 8:

“I usually type the word first in the chat to make sure the correct pronunciation, and then I repeat it again using voice chat.”

Based on the result of the interview with Student 8, the researcher found that the student combined written input and voice practice. Typing the word helped the student confirm the correct pronunciation before practicing orally.

Another student also used a similar strategy when ChatGPT repeatedly failed to capture the intended word.

Interview Data Student 7:

“If ChatGPT still does not understand what I say, I type the word first, then I try to pronounce it again until ChatGPT can recognize it.”

Based on the result of the interview with Student 7, the researcher found that text-based clarification became a support strategy in pronunciation practice. The student used written chat to clarify the intended word and then repeated the pronunciation through voice chat.

Therefore, text-based clarification became an important strategy in students’ utilization of ChatGPT. It helped students solve communication problems with the voice chat feature and supported them in practicing pronunciation more effectively.

2) Context-Based Pronunciation Preparation

The fourth finding is also an emergent finding that appeared from the interview data. Students utilized ChatGPT for specific speaking situations, such as before presentations, speaking class, phonology class, reading English texts, practicing academic vocabulary, or preparing daily conversations. This shows that students used ChatGPT according to their learning needs and speaking contexts.

Based on these findings, students used ChatGPT not only for general pronunciation practice, but also for preparing pronunciation in real academic and communication situations. The researcher identified that ChatGPT helped students become more prepared and confident before speaking activities. This finding is supported by an interview with one of the participants.

Interview Data Student 8:

“I mostly use ChatGPT before presentations because there are many advanced words that I need to practice in pronunciation.”

Based on the result of the interview with Student 8, the researcher found that the student used ChatGPT to prepare pronunciation before presentation activities. ChatGPT helped the student practice difficult or advanced words before speaking in front of others.

This finding is also supported by the interview data from Student 2.

Interview Data Student 2:

“I use ChatGPT at home during my free time or when I prepare presentation materials, especially to check how to pronounce some words.”

Based on the result of the interview with Student 2, the researcher found that the student used ChatGPT as a preparation tool for academic speaking activities. The student practiced pronunciation before using English in presentation contexts.

Another student also used ChatGPT in different learning situations.

Interview Data Student 11:

“I usually use ChatGPT at home, at night, during free time, or before presentations so I can be more prepared.”

Based on the result of the interview with Student 11, the researcher found that the student used ChatGPT flexibly according to his learning needs. ChatGPT helped the student prepare pronunciation before academic speaking situations.

In addition, ChatGPT was also used before class and during independent practice at home.

Interview Data Student 7: *“I use ChatGPT when preparing for presentations, before class, and also at home when I want to practice pronunciation.”*

Based on the result of the interview with Student 7, the researcher found that ChatGPT supported context-based pronunciation preparation. The student used ChatGPT in different situations related to classroom and independent learning needs.

Therefore, students utilized ChatGPT for context-based pronunciation preparation. This finding shows that ChatGPT helped students prepare pronunciation for academic and daily speaking contexts, making them more ready and confident to speak English.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn regarding the role of ChatGPT and how students utilized ChatGPT to enhance their self-learning pronunciation at the English Tadris Study Program of IAIN Curup.

1. Regarding the role of ChatGPT in students' self-learning pronunciation
 ChatGPT served as an supportive AI-assisted pronunciation learning tool that supported students' pronunciation proficiency, pronunciation practice motivation and confidence, and self-regulated pronunciation learning strategies. Through immediate corrective feedback, pronunciation models, and repeated practice, ChatGPT helped students identify and correct pronunciation errors, improve pronunciation clarity and intelligibility, increase their confidence and motivation to practice, and develop greater autonomy by setting learning goals, monitoring pronunciation performance, evaluating progress, and applying feedback in future speaking activities. In addition, two emergent findings were identified, namely ChatGPT as an alternative pronunciation practice partner and students' practice of cross-checking ChatGPT's pronunciation feedback with other digital pronunciation resources. These findings indicate that ChatGPT supported students not only in improving pronunciation accuracy but also in fostering autonomous and reflective pronunciation learning

2. Regarding students' utilization of ChatGPT to enhance self-learning pronunciation, students utilized ChatGPT through automated speech analysis and feedback as well as instant and practical pronunciation support. They used ChatGPT to identify pronunciation errors, receive personalized corrective feedback, monitor pronunciation improvement, and repeatedly practice English pronunciation based on the feedback provided. Furthermore, students utilized ChatGPT because of its immediate responses, flexible accessibility, user-friendly features, and practical support for independent pronunciation practice. This study also identified two emergent utilization strategies: using text-based clarification when voice recognition did not accurately recognize pronunciation and utilizing ChatGPT to prepare pronunciation for specific academic and communicative contexts, such as presentations, classroom activities, and daily conversations. These findings demonstrate that students utilized ChatGPT strategically according to their individual pronunciation learning needs.

Overall, this study concludes that ChatGPT is a valuable supplementary AI-assisted learning tool for enhancing students' self-learning pronunciation. Rather than replacing lecturers, peers, or authentic communication, ChatGPT functioned as a pronunciation learning partner that supported pronunciation improvement, increased motivation and confidence, fostered self-regulated learning, and provided flexible opportunities for independent pronunciation practice. Therefore, ChatGPT should be utilized critically and in combination

with teacher guidance and authentic communication to achieve more meaningful and effective pronunciation learning outcomes.

B. Suggestion

Based on the conclusion above, the researcher provides several suggestions for students, English lecturers, the institution, and future researchers.

1. For Students

Students are suggested to use ChatGPT as a supportive tool for independent pronunciation practice. Students can use ChatGPT to practice difficult words, check pronunciation through voice chat, review transcription, receive feedback, and repeat pronunciation until it becomes clearer. Students are also encouraged to use ChatGPT regularly outside the classroom to build consistent pronunciation practice.

However, students should not depend only on ChatGPT. They need to compare ChatGPT's feedback with other reliable pronunciation sources, such as dictionaries, pronunciation websites, native speaker videos, or feedback from lecturers. Students should also continue practicing with real people because direct communication is important for improving fluency, confidence, and natural speaking ability.

2. For English Lecturers

English lecturers are suggested to use ChatGPT as a supplementary tool in pronunciation learning. Lecturers can guide students to use ChatGPT for practicing vowel sounds, consonant sounds, word stress, intonation, and

difficult vocabulary. ChatGPT can also be used as additional practice outside the classroom, especially when classroom time is limited.

Lecturers are also suggested to guide students in using ChatGPT critically. Students need to understand that AI feedback may not always be perfect. Therefore, lecturers should encourage students to verify ChatGPT's feedback, compare it with trusted pronunciation models, and combine AI-based practice with classroom speaking activities.

3. For the Institution

The institution is suggested to support the use of technology and AI-based tools in English learning. The institution may provide training, workshops, or digital literacy programs about the effective and responsible use of ChatGPT in language learning. This support can help students and lecturers use AI tools more appropriately in the learning process.

The institution may also encourage learning activities that combine classroom instruction with independent digital learning. This is important because students in the EFL context often have limited opportunities to practice English outside the classroom. By supporting the use of AI-assisted learning tools, the institution can help students improve their pronunciation practice beyond formal classroom time.

4. For Future Researchers

Future researchers are suggested to conduct further studies on the use of ChatGPT or other AI-based tools in pronunciation learning. Future studies may focus on the effectiveness of ChatGPT in improving students'

pronunciation accuracy, fluency, or speaking confidence. Researchers may also use experimental research, classroom observation, or mixed-method research to measure students' pronunciation improvement more deeply.

Future researchers may also involve more participants or compare different groups of learners. In addition, future studies can investigate the limitations of ChatGPT's pronunciation feedback and how students overcome those limitations. By doing so, future research can provide broader understanding of the role of AI in English pronunciation learning.

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A P P E N D I C E S

APPENDIX 1 INSTRUMENT

Blueprint of Interview Guidance 1

(VALIDATED)

No.	Aspect	Indicator	Sub-indicator	Items
1	The Role of ChatGPT in Assisting Students' Self-Learning Pronunciation	Proficiency Improvement	1. Identification of specific pronunciation errors	1. How does ChatGPT help you notice your pronunciation errors, such as vowel sounds, consonant sounds, stress, or intonation?
			2. Correction of mispronounced words or sounds	2. Can you describe how feedback from ChatGPT helps you correct a mispronounced word or sound?
			3. Improvement in pronunciation clarity and intelligibility	3. In your experience, does using ChatGPT make your pronunciation clearer and easier to understand? Please explain.
			4. Repeated pronunciation practice based on feedback	4. How do you use ChatGPT's feedback for repeated pronunciation practice until you feel your pronunciation improves?
		Pronunciation Practice Motivation	5. Independent pronunciation	5. How does ChatGPT encourage you to practice pronunciation

			practice outside the classroom	independently outside the classroom?
			6. Speaking confidence	6. Do you feel more comfortable or less anxious practicing pronunciation with ChatGPT? Why?
			7. Motivation after receiving feedback	7. How does feedback from ChatGPT influence your confidence in pronouncing English words or speaking English?
			8. Consistent engagement in pronunciation practice	8. How does ChatGPT make you feel motivated to continue practicing pronunciation regularly?
		Learning Strategies Development	9. Specific pronunciation goal-setting	9. When practicing with ChatGPT, do you set specific pronunciation goals, such as improving certain sounds, stress, or intonation? Please explain.
			10. Monitoring of recurring pronunciation errors	10. How does ChatGPT help you monitor recurring pronunciation mistakes during your self-learning process?
			11. Adjustment of articulation techniques	11. What do you usually do to adjust your pronunciation or articulation after receiving feedback from ChatGPT?

			12. Evaluation of pronunciation progress	12. How do you evaluate your pronunciation progress over time when using ChatGPT?
			13. Application of feedback in future pronunciation tasks	13. How do you apply the feedback and strategies gained from ChatGPT in future speaking or pronunciation tasks?

Validation Notes:

Overall, the validated version improves the draft by making the wording more student-friendly, clear, and reflective, while keeping the same structure and indicators. The main change is in the questions, which are rewritten to be more open-ended and encourage explanation rather than simple yes/no answers. For instance, direct questions are refined into prompts like “How does ChatGPT help you...” or “How do you...,” allowing students to share deeper experiences. The validated version also ensures consistent phrasing and smoother flow across all items. In addition, several points are adjusted to better highlight learning processes and reflection, such as monitoring errors, evaluating progress, and applying feedback. Overall, these changes make the interview guidance easier to understand and help students provide more meaningful and detailed responses.

Curup, April 23, 2025

Validator



Rizki Indra Guci, M.Pd.

Blueprint of Interview Guidance 2

(VALIDATED)

No.	Aspect	Indicator	Sub-indicator	Items
1	Students' Use of ChatGPT to Enhance Self-Learning Pronunciation	Automated Speech Analysis and Feedback	1. Review of spoken output transcription	1. How do you use ChatGPT to analyze your spoken pronunciation, for example by speaking to it, using voice chat, or checking how your speech is transcribed? 2. When ChatGPT provides a transcription of your spoken output, how do you review it and use it to notice possible pronunciation mistakes?
			2. Comparison with target pronunciation models	3. How do you compare your pronunciation with the target model provided by ChatGPT, such as corrected words, written forms, pronunciation models, or phonetic guidance? 4. How does ChatGPT help you understand the difference between your pronunciation and the correct pronunciation?
			3. Identification of errors in phonemes, stress, or intonation	5. What kinds of pronunciation errors do you usually identify through ChatGPT, such as errors in vowel sounds, consonant sounds, word stress, or intonation?
			4. Reflection on mismatches	6. When you notice a mismatch between what you intended to say

			between produced speech and target forms	and how ChatGPT interprets or corrects it, how do you reflect on that difference?
			5. Revision of pronunciation through repeated practice	7. After identifying those mismatches, what do you usually do to revise your pronunciation, for example by repeating the word, adjusting your articulation, or trying again several times?
		Instant and Cost-Efficient Pronunciation Support	6. Immediate feedback after speaking	8. How does the immediate feedback from ChatGPT help you correct your pronunciation right after speaking?
			7. Phonetic explanations for mispronounced words	9. Have you ever asked ChatGPT for explanations about why your pronunciation was incorrect, for example about tongue position, airflow, word stress, or sound production? How helpful was that?
			8. Repeated pronunciation practice without waiting for teacher correction	10. How does ChatGPT help you practice pronunciation repeatedly without having to wait for correction from your lecturer or teacher?
			9. Independent pronunciation practice	11. How do you use ChatGPT for pronunciation practice outside the classroom, for example at home, in

			outside the classroom	your free time, or when preparing for speaking activities?
			10. Perceived accessibility and practicality for continuous improvement	12. In what way does the constant availability of ChatGPT make it easier for you to practice pronunciation whenever you need? 13. How does using ChatGPT reduce your dependence on other learning resources, such as teacher correction, scheduled class practice, or private tutoring?

Validation Notes:

Overall, the validated version improves the draft by making the questions more clear, detailed, and reflective, while still maintaining the same structure and indicators. The main change is in the questions, which are expanded into more open-ended prompts that guide students to explain their learning experiences step by step, instead of giving short or yes/no answers. Several items are also split into more than one question to explore different aspects more deeply, such as how students use ChatGPT and how it helps them understand their pronunciation. The validated version further strengthens clarity and consistency by using smoother and more natural phrasing. In addition, the focus is shifted more toward students' learning processes and reflection, including how they analyze their speech, notice differences, revise pronunciation, and use feedback independently. Overall, these changes make the interview guidance easier to understand and help students provide richer and more meaningful responses.

Curup, April 23, 2025

Validator



Rizki Indra Guci, M.Pd.

DATA OF INTERVIEW

Example 1

The Role of ChatGPT

PI = Pronunciation Proficiency Improvement (indicator/component)

ISPE= Identification of Specific Pronunciation Errors

CMWS=Correction of Mispronounced Words or Sounds

IPCI= Improvement in Pronunciation Clarity and Intelligibility

RPPF= Repeated Pronunciation Practice Based on Feedback

PM = Pronunciation Practice Motivation and Confidence

(indicator/component)

IPPOC= Independent Pronunciation Practice Outside the Classroom

SC= Speaking Confidence

MARF= Motivation After Receiving Feedback

CEPP= Consistent Engagement in Pronunciation Practice

LS = Self-Regulated Pronunciation Learning Strategies

(indicator/component)

SPGS= Specific Pronunciation Goal-Setting

MRPE= Monitoring of Recurring Pronunciation Errors

AAT= Adjustment of Articulation Techniques

EPP= Evaluation of Pronunciation Progress

AFPT= Application of Feedback in Future Pronunciation Tasks

1-13= Question/Item

S11= Student 11

Pewawancara:Assalamualaikum warahmatullahi wabarakatuh.

Narasumber:Waalaikumsalam warahmatullahi wabarakatuh.

Pewawancara: Selamat sore. Terima kasih karena sudah meluangkan waktu untuk mengikuti wawancara ini. Saya sedang melakukan penelitian tentang bagaimana mahasiswa menggunakan ChatGPT untuk membantu latihan pronunciation secara mandiri. Di sini saya ingin mendengar pengalaman Anda secara santai saja, jadi anggap saja kita sedang ngobrol biasa. Tidak ada jawaban benar atau salah, jadi silakan menceritakan pengalaman Anda menggunakan ChatGPT untuk latihan pronunciation. Semua jawaban Anda juga akan dijaga kerahasiaannya. Apakah Anda bersedia untuk melanjutkan wawancara ini?

Narasumber: Ya, saya bersedia.

Pewawancara: Biasanya Anda menggunakan ChatGPT untuk apa saja dalam belajar bahasa Inggris?

Narasumber: Kalau secara pribadi, ChatGPT cukup sering saya gunakan untuk belajar bahasa Inggris sehari-hari. Awalnya hanya untuk mencari arti kata atau membantu grammar, tetapi lama-kelamaan saya gunakan juga untuk latihan speaking, pronunciation, bahkan membuat contoh dialog bahasa Inggris. Kadang kalau ada tugas presentasi atau speaking di kelas, saya juga latihan menggunakan ChatGPT supaya lebih siap. Selain itu, saya sering menggunakannya untuk menanyakan cara pronunciation kata tertentu, terutama kata-kata baru yang pertama kali saya temui.

Pewawancara: Sudah berapa lama Anda menggunakan ChatGPT?

Narasumber: Kurang lebih sekitar dua tahun. Mulai rutin digunakan sejak awal kuliah karena tugas bahasa Inggris cukup banyak. Hampir setiap hari saya gunakan, walaupun kadang hanya sebentar untuk mengecek pronunciation atau latihan berbicara.

Pewawancara: Saat latihan pronunciation menggunakan ChatGPT, biasanya Anda menyadari kesalahan pengucapan dari bagian mana?

Narasumber: Menurut saya, ChatGPT cukup membantu untuk menyadari kesalahan pronunciation, terutama karena kadang apa yang saya ucapkan ternyata

ditangkap berbeda oleh sistem. Jadi dari situ saya sadar kalau ada bunyi yang kurang tepat. Contohnya, pernah saya mengucapkan satu kata tetapi yang muncul di transkripsi malah menjadi kata lain. Dari situ saya sadar bahwa pronunciation saya belum jelas. Kadang saya juga baru sadar kalau saya salah pada vowel sounds atau stress kata setelah dikoreksi oleh ChatGPT. (S1-RQ1-PI-ISPE)

Pewawancara:Setelah ChatGPT memberikan feedback, biasanya apa yang Anda lakukan untuk memperbaiki pengucapan yang masih salah?

Narasumber:Biasanya setelah mendapatkan feedback dari ChatGPT, saya langsung mencoba mengulang kata yang salah. Kadang saya membaca perlahan terlebih dahulu lalu mencoba meniru pronunciation yang benar. (S1-RQ1-PI-CMWS)

Kalau masih belum tepat, saya ulang lagi beberapa kali sampai terasa lebih benar. (S1-RQ1-PI-RPPF) Menurut saya, bagian yang paling membantu adalah karena feedback muncul secara langsung, jadi saya bisa segera mengetahui bagian mana yang salah tanpa harus menunggu koreksi dari dosen atau teman.

Pewawancara:Kalau dibandingkan sebelum menggunakan ChatGPT, apakah ada perubahan pada pronunciation Anda sekarang?

Narasumber:Ya, menurut saya ada perubahan dibanding sebelum latihan menggunakan ChatGPT. Dulu saya kurang percaya diri saat berbicara bahasa Inggris karena takut pronunciation saya salah. Tetapi sekarang pronunciation saya terasa lebih jelas dan saya lebih berani berbicara. Teman-teman juga pernah mengatakan bahwa pronunciation saya lebih enak didengar dibanding sebelumnya. Walaupun belum sempurna, saya merasa ada perkembangan sedikit demi sedikit. (S1-RQ1-PI-IPCI)

Pewawancara:Bagaimana Anda menggunakan feedback dari ChatGPT saat latihan pronunciation?

Narasumber: Biasanya saya menggunakan feedback dari ChatGPT untuk latihan berulang. Misalnya ada satu kata yang salah, saya tidak langsung pindah ke kata lain, tetapi saya ulang beberapa kali sampai terasa lebih benar. Kadang saya juga membuat daftar kata-kata yang sering salah lalu melatihnya kembali di lain waktu.

Pewawancara: Apakah ChatGPT membantu Anda latihan pronunciation secara mandiri di luar kelas?

Narasumber: Ya, cukup membantu. Biasanya saya latihan malam hari atau saat sedang santai di rumah. Karena ChatGPT bisa diakses kapan saja, latihan jadi lebih fleksibel. (S1-RQ1-PM-IPPOC) Kalau dulu saya jarang latihan pronunciation di luar kelas karena bingung harus latihan dengan siapa. Tetapi setelah tahu ChatGPT bisa membantu pronunciation, saya jadi lebih sering latihan sendiri di rumah. (S1-RQ1-PM-IPPOC)

Pewawancara: Kalau latihan dengan ChatGPT, bagaimana perasaan Anda?

Narasumber: Saya merasa lebih nyaman latihan menggunakan ChatGPT dibanding latihan langsung di depan banyak orang. Kalau salah juga saya tidak merasa malu. Jadi saya lebih santai mencoba pronunciation baru. (S1-RQ1-PM-SC) Kadang kalau speaking di kelas saya takut ditertawakan kalau salah pronunciation, tetapi kalau latihan menggunakan ChatGPT rasanya lebih bebas.

Pewawancara: Menurut Anda, bagaimana feedback dari ChatGPT memengaruhi rasa percaya diri Anda saat berbicara bahasa Inggris?

Narasumber: Cukup besar pengaruhnya terhadap rasa percaya diri saya. Karena setelah tahu bagian kesalahannya, saya jadi lebih yakin saat berbicara. Setidaknya saya merasa sudah latihan terlebih dahulu sehingga tidak terlalu takut salah saat berbicara di kelas atau presentasi. (S1-RQ1-PM-SC)

Pewawancara: Apa yang membuat Anda tetap termotivasi untuk terus latihan pronunciation menggunakan ChatGPT?

Narasumber: Yang membuat saya termotivasi adalah karena ChatGPT mudah digunakan dan feedback-nya cepat. Jadi latihan terasa lebih praktis (S1-RQ1-PM-MARF). Kadang kalau belajar tanpa feedback, saya bingung pronunciation saya sudah benar atau belum. Dengan ChatGPT saya bisa langsung mengetahui hasilnya.

Pewawancara: Saat latihan pronunciation, apakah Anda memiliki target tertentu?

Narasumber: Kalau dulu saya lebih fokus ke pengucapan dasar. Tetapi sekarang saya mulai belajar stress dan intonasi supaya speaking saya terdengar lebih natural. (S1-RQ1-LS-SPGS)

Pewawancara: Pernahkah Anda merasa ada kesalahan pronunciation yang terus muncul berulang-ulang?

Narasumber: Pernah. Ada beberapa kesalahan yang terus berulang dan saya menyadarinya dari feedback ChatGPT. (S1-RQ1-LS-MRPE) Misalnya ada bunyi tertentu yang sering salah terus. Karena latihan dilakukan berulang-ulang, lama-lama saya jadi tahu kesalahan saya sendiri.

Pewawancara: Kalau sudah sadar ada kesalahan, biasanya Anda memperbaiki pronunciation atau artikulasi seperti apa?

Narasumber: Biasanya saya mencoba mengubah cara pengucapan kata tersebut. Kadang saya mengucapkannya lebih pelan supaya lebih jelas. Selain itu, saya juga sering meniru model pronunciation yang diberikan oleh ChatGPT. (S1-RQ1-LS-AAT)

Pewawancara: Bagaimana Anda mengetahui bahwa pronunciation Anda sudah berkembang?

Narasumber: Biasanya saya membandingkan kemampuan saya sekarang dengan sebelumnya. Sekarang saya merasa lebih lancar dan tidak terlalu gugup saat speaking. Selain itu, dari feedback ChatGPT saya juga melihat bahwa kesalahan yang saya lakukan mulai berkurang. (S1-RQ1-LS-EPP)

Pewawancara: Bagaimana Anda menerapkan feedback atau strategi yang dipelajari dari ChatGPT ke situasi speaking lainnya?

Narasumber: Biasanya saya menerapkannya saat presentasi atau speaking di kelas.

Kata-kata yang sebelumnya pernah dikoreksi saya usahakan diucapkan lebih benar saat digunakan dalam speaking yang sebenarnya. (S1-RQ1-LS-AFPT)

No	Code	Students' Answer	Interpretation
1	S1- RQ1- PI-ISPE	"Kadang saya juga baru sadar kalau saya salah pada vowel sounds atau stress kata setelah dikoreksi oleh ChatGPT."	Student used ChatGPT to identify specific pronunciation errors after receiving corrective pronunciation feedback.
2	S1- RQ1- PI- CMWS	"Saya langsung mencoba mengulang kata yang salah. Kadang saya membaca perlahan terlebih dahulu lalu mencoba meniru pronunciation yang benar."	Student corrected mispronounced words by repeating and imitating the correct pronunciation provided by ChatGPT.
3	S1- RQ1- PI-IPCI	"Sekarang pronunciation saya terasa lebih jelas dan saya lebih berani berbicara."	Student perceived improvement in pronunciation clarity and intelligibility after practicing with ChatGPT.
4	S1- RQ1- PI- RPPF	"Kalau masih belum tepat, saya ulang lagi beberapa kali sampai terasa lebih benar."	Student repeatedly practiced pronunciation based on ChatGPT's corrective feedback.
5	S1- RQ1-	"Biasanya saya latihan malam hari atau saat sedang santai di rumah."	Student independently practiced pronunciation

	PM- IPPOC		outside the classroom using ChatGPT.
6	SI- RQ1- PM-SC	<i>"Saya merasa lebih nyaman latihan menggunakan ChatGPT dibanding latihan langsung di depan banyak orang."</i>	Student became more confident because ChatGPT provided a comfortable and non-judgmental learning environment.
7	SI- RQ1- PM- MARF	<i>"Yang membuat saya termotivasi adalah karena ChatGPT mudah digunakan dan feedback-nya cepat."</i>	Student remained motivated to practice pronunciation because ChatGPT provided immediate and accessible feedback.
8	SI- RQ1- LS- SPGS	<i>"Sekarang saya mulai belajar stress dan intonasi supaya speaking saya terdengar lebih natural."</i>	Student set specific pronunciation goals based on individual learning needs.
9	SI- RQ1- LS- MRPE	<i>"Ada beberapa kesalahan yang terus berulang dan saya menyadarinya dari feedback ChatGPT."</i>	Student monitored recurring pronunciation errors through continuous feedback from ChatGPT.
10	SI- RQ1- LS-AAT	<i>"Saya mencoba mengubah cara pengucapan kata tersebut... saya juga sering meniru model pronunciation yang diberikan oleh ChatGPT."</i>	Student adjusted articulation techniques by modifying pronunciation and imitating ChatGPT's pronunciation model.
11	SI- RQ1- LS-EPP	<i>"Saya membandingkan kemampuan saya sekarang dengan sebelumnya... kesalahan"</i>	Student evaluated pronunciation progress by comparing current

		<i>yang saya lakukan mulai berkurang."</i>	performance with previous performance.
12	S1- RQ1- LS- AFPT	<i>"Kata-kata yang sebelumnya pernah dikoreksi saya usahakan diucapkan lebih benar saat digunakan dalam speaking yang sebenarnya."</i>	Student applied ChatGPT's pronunciation feedback in future speaking activities.

Example 1

The Utilize of ChatGPT

ASPF: Automated Speech Analysis and Pronunciation Feedback

PPA = Pronunciation Performance Analysis

PEI = Pronunciation Error Identification

ICF = Immediate Corrective Feedback

UPTPM = Understanding Phonetic Transcriptions and Pronunciation

Models

PPM = Pronunciation Progress Monitoring

ICEPS: Instant and Cost-Efficient Pronunciation Support

AAA = Accessibility Anytime and Anywhere

FIPP = Flexible and Independent Pronunciation Practice

IRPQ = Immediate Responses to Pronunciation Questions

CEPL = Cost-Efficient Pronunciation Learning

14-26= Question/Item

S11= Student 11

Pewawancara: Biasanya Anda menggunakan ChatGPT untuk menganalisis pronunciation seperti apa?

Narasumber: Biasanya saya menggunakan fitur voice chat untuk latihan pronunciation. Saya mencoba mengucapkan kata atau kalimat dalam bahasa Inggris

lalu melihat apakah ChatGPT menangkap ucapan saya dengan benar atau tidak (S11-RQ2-ASPF-PPA). Kadang saya juga membaca teks pendek atau dialog lalu mengecek hasil transkripsinya. Kalau ternyata kata kata itu muncul berbeda dari yang saya maksud berarti ada pronunciation yang kurang tepat (S11-RQ2-ASPF-PEI) dan menurut saya cara itu cukup membantu karena saya menjadi bisa lihat langsung apakah pengucapan saya itu cukup jelas atau belum (S11-RQ2-ASPF-PPM).

Pewawancara: Bagaimana Anda menggunakan hasil transkripsi dari ChatGPT?

Narasumber: Biasanya saya membandingkan hasil transkripsi dengan kalimat yang sebenarnya ingin saya ucapkan. (S11-RQ2-ASPF-UPTPM) Kalau ada kata yang berbeda, saya langsung mencoba mencari tahu bagian pronunciation yang salah. (S11-RQ2-ASPF-PEI) Dari situ saya jadi sadar mungkin vowel sounds atau consonant sounds saya belum jelas (S11-RQ2-ASPF-PEI). Menurut saya transkripsi itu sangat membantu karena kadang saya merasa pronunciation itu sudah benar tapi ternyata masih salah waktu orang lain mendengar atau sistem Chatgpt yang dengar.

Pewawancara: Kalau ChatGPT memberikan model pronunciation yang benar, bagaimana Anda membandingkannya dengan pronunciation Anda sendiri?

Narasumber: Biasanya saya membaca atau mendengarkan model pronunciation dari ChatGPT lalu mencoba menirukannya secara perlahan. (S11-RQ2-ASPF-UPTPM) Saya memperhatikan bagian mana yang berbeda dari pronunciation saya. Kadang saya mengulang beberapa kali sambil membandingkan pengucapan saya dengan model yang benar. (S11-RQ2-ASPF-ICF) Biasanya saya fokus dengan bunyi tertentu. Stress kata atau intonasinya. (S11-RQ2-ASPF-UPTPM) Menurut saya proses membandingkan itu penting karena saya jadi tau detail kesalahan saya.

Pewawancara: Bagaimana ChatGPT membantu Anda memahami perbedaan antara pronunciation Anda dan pronunciation yang benar?

Narasumber: ChatGPT membantu saya memahami perbedaannya melalui koreksi dan contoh pronunciation yang benar. Jadi saya tidak hanya tahu kalau saya salah, tetapi juga tahu bagian mana yang harus diperbaiki. (S11-RQ2-ASPF-ICF) Misalnya saya salah dalam tekanan suku kata atau bunyi vokalnya kurang tepat. (S11-RQ2-ASPF-PEI) Kadang saya juga baru sadar kalau intonasi saya masih terlalu datar.

Pewawancara: Kesalahan pronunciation seperti apa yang paling sering Anda temukan melalui ChatGPT?

Narasumber: Yang paling sering biasanya pada vowel sounds karena beberapa bunyi dalam bahasa Inggris memang cukup sulit dibedakan. (S11-RQ2-ASPF-PEI) Selain itu, saya juga kadang salah pada consonant sounds dan word stress. Kalau speaking terlalu cepat, intonasi saya juga kadang masih kurang natural. (S11-RQ2-ASPF-PEI)

Pewawancara: Pernahkah Anda merasa apa yang Anda maksud ternyata ditangkap berbeda oleh ChatGPT?

Narasumber: Pernah beberapa kali. Kadang saya merasa sudah mengucapkan kata dengan benar, tetapi ChatGPT menangkap kata yang berbeda. Biasanya setelah itu saya langsung mencoba mengulang sambil memperhatikan bagian pronunciation yang kurang jelas (S11-RQ2-ASPF-ICF). Kadang saya juga mencari tahu pronunciation yang benar melalui contoh atau penjelasan dari ChatGPT. (S11-RQ2-ASPF-ICF) Menurut saya situasi seperti ini justru membantu saya karena membuat saya jadi sadar kesalahan saya sendiri.

Pewawancara: Setelah menemukan perbedaan itu, biasanya bagaimana Anda memperbaiki pronunciation Anda?

Narasumber: Biasanya saya langsung mengulang kata atau kalimat yang salah beberapa kali. (S11-RQ2-ASPF-ICF) Kadang saya juga mengucapkannya lebih pelan supaya artikulasinya lebih jelas. Saya juga memperhatikan posisi mulut atau

penekanan kata saat mencoba pronunciation yang benar. (S11-RQ2-ASPF-UPTPM)

Pewawancara:Menurut Anda, seberapa membantu feedback langsung dari ChatGPT saat latihan pronunciation?

Narasumber:Menurut saya sangat membantu karena saya bisa langsung sadar terhadap kesalahan saat berbicara. Jadi proses belajar menjadi lebih cepat. Kalau salah, saya bisa langsung memperbaikinya saat itu juga tanpa harus menunggu koreksi dari dosen atau teman. (S11-RQ2-ICEPS-IRPQ)

Pewawancara:Pernahkah Anda meminta penjelasan kepada ChatGPT tentang kenapa pronunciation Anda salah?

Narasumber:Pernah. Kadang saya penasaran kenapa pronunciation saya masih salah walaupun menurut saya sudah benar. Lalu saya bertanya kepada ChatGPT tentang posisi lidah atau stress kata. (S11-RQ2-ASPF-ICF) Menurut saya, penjelasannya cukup membantu karena saya jadi lebih memahami detail pronunciation (S11-RQ2-ASPF-UPTPM), bukan hanya sekadar meniru.

Pewawancara:Kalau tidak ada dosen atau teman untuk membantu latihan, apakah ChatGPT cukup membantu Anda untuk tetap latihan pronunciation?

Narasumber:Ya, sangat membantu. Walaupun tidak ada dosen atau teman, saya tetap bisa latihan pronunciation kapan saja. (S11-RQ2-ICEPS-AAA) Kalau hanya mengandalkan kelas, waktu latihan pronunciation sangat terbatas. Tetapi dengan ChatGPT saya bisa latihan sesering yang saya mau. (S11-RQ2-ICEPS-FIPP)

Pewawancara:Biasanya Anda menggunakan ChatGPT untuk latihan pronunciation di situasi seperti apa?

Narasumber:Biasanya saya menggunakannya di rumah, terutama malam hari atau saat ada waktu kosong. (S11-RQ2-ICEPS-AAA) Kadang sebelum presentasi saya juga latihan pronunciation terlebih dahulu supaya lebih siap. Selain itu, saya juga

sering membaca teks bahasa Inggris lalu mengecek pronunciation melalui ChatGPT.

Pewawancara:Menurut Anda, apakah kemudahan akses ChatGPT yang bisa digunakan kapan saja membantu Anda dalam latihan pronunciation?

Narasumber:Menurut saya, salah satu kelebihan ChatGPT adalah karena bisa digunakan kapan saja. (S11-RQ2-ICEPS-AAA) Jadi kalau tiba-tiba ingin latihan pronunciation atau ada kata yang bingung cara membacanya, saya bisa langsung latihan saat itu juga. Itu membuat belajar menjadi lebih fleksibel dan tidak tergantung waktu tertentu. (S11-RQ2-ICEPS-FIPP)

Pewawancara:Sejak menggunakan ChatGPT, apakah Anda merasa lebih mandiri dalam belajar pronunciation?

Narasumber:Ya, saya merasa lebih mandiri. Kalau dulu saya sering menunggu koreksi dari dosen atau teman, sekarang saya bisa latihan sendiri terlebih dahulu. (S11-RQ2-ICEPS-FIPP) Bukan berarti dosen tidak penting, tetapi ChatGPT membantu sebagai alat tambahan supaya saya bisa belajar di luar kelas. (S11-RQ2-ICEPS-IRPQ)

Pewawancara:Sebelum kita akhiri, apakah ada hal lain yang ingin Anda tambahkan terkait pengalaman menggunakan ChatGPT untuk latihan pronunciation?

Narasumber:Menurut saya, penggunaan ChatGPT cukup membantu dalam latihan pronunciation, terutama bagi mahasiswa yang ingin belajar mandiri. Karena ChatGPT bisa digunakan kapan saja, feedback-nya cepat, dan membuat kita lebih percaya diri untuk berbicara bahasa Inggris.

Walaupun masih perlu banyak latihan, saya merasa ada perkembangan sejak rutin menggunakan ChatGPT untuk pronunciation.

Pewawancara:Terima kasih banyak atas waktu dan pengalaman yang sudah dibagikan hari ini. Semoga kuliahnya lancar.

Narasumber: Terima kasih kembali.

No	Code	Students' Answer	Interpretation
1	S11- RQ2- ASPF- PPA	<i>"Biasanya saya menggunakan fitur voice chat untuk latihan pronunciation. Saya mencoba mengucapkan kata atau kalimat dalam bahasa Inggris lalu melihat apakah ChatGPT menangkap ucapan saya dengan benar atau tidak."</i>	Student utilized ChatGPT's voice chat feature to analyze pronunciation performance.
2	S11- RQ2- ASPF- PEI	<i>"Kalau ternyata kata-kata itu muncul berbeda dari yang saya maksud berarti ada pronunciation yang kurang tepat."</i>	Student identified pronunciation errors by comparing ChatGPT's transcription with the intended utterance.
3	S11- RQ2- ASPF- PPM	<i>"Saya menjadi bisa lihat langsung apakah pengucapan saya itu cukup jelas atau belum."</i>	Student monitored pronunciation progress by evaluating pronunciation clarity through ChatGPT.
4	S11- RQ2- ASPF- UPTPM	<i>"Biasanya saya membandingkan hasil transkripsi dengan kalimat yang sebenarnya ingin saya ucapkan."</i>	Student compared ChatGPT's transcription with the target sentence to understand correct pronunciation.
5	S11- RQ2-	<i>"Saya langsung mencoba mencari tahu bagian pronunciation yang salah."</i>	Student identified specific pronunciation errors after reviewing

	ASPF- PEI		ChatGPT's transcription.
6	S11- RQ2- ASPF- PEI	"Saya jadi sadar mungkin vowel sounds atau consonant sounds saya belum jelas."	Student recognized pronunciation errors related to vowel and consonant sounds.
7	S11- RQ2- ASPF- UPTPM	"Saya membaca atau mendengarkan model pronunciation dari ChatGPT lalu mencoba menirukannya secara perlahan."	Student used ChatGPT's pronunciation model to understand correct pronunciation.
8	S11- RQ2- ASPF- ICF	"Saya mengulang beberapa kali sambil membandingkan pengucapan saya dengan model yang benar."	Student utilized immediate corrective feedback through repeated pronunciation practice.
9	S11- RQ2- ASPF- UPTPM	"Biasanya saya fokus dengan bunyi tertentu, stress kata atau intonasinya."	Student focused on pronunciation models, including sounds, word stress, and intonation.
10	S11- RQ2- ASPF- ICF	"ChatGPT membantu saya memahami perbedaannya melalui koreksi dan contoh pronunciation yang benar."	Student received immediate corrective feedback and pronunciation examples from ChatGPT.
11	S11- RQ2- ASPF- PEI	"Saya salah dalam tekanan suku kata atau bunyi vokalnya kurang tepat."	Student identified pronunciation errors involving word stress and vowel sounds.

12	S11- RQ2- ASPF- PEI	"Yang paling sering biasanya pada vowel sounds... consonant sounds dan word stress."	Student recognized recurring pronunciation errors through ChatGPT.
13	S11- RQ2- ASPF- ICF	"Saya langsung mencoba mengulang sambil memperhatikan bagian pronunciation yang kurang jelas."	Student immediately revised pronunciation after receiving ChatGPT's feedback.
14	S11- RQ2- ASPF- ICF	"Saya juga mencari tahu pronunciation yang benar melalui contoh atau penjelasan dari ChatGPT."	Student utilized ChatGPT's corrective explanations to improve pronunciation.
15	S11- RQ2- ASPF- ICF	"Saya langsung mengulang kata atau kalimat yang salah beberapa kali."	Student applied immediate corrective feedback through repeated pronunciation practice.
16	S11- RQ2- ASPF- UPTPM	"Saya memperhatikan posisi mulut atau penekanan kata saat mencoba pronunciation yang benar."	Student understood pronunciation models by paying attention to articulation and word stress.
17	S11- RQ2- ICEPS- IRPQ	"Saya bisa langsung memperbaikinya saat itu juga tanpa harus menunggu koreksi dari dosen atau teman."	Student received immediate pronunciation support without depending on teachers or peers.
18	S11- RQ2-	"Saya bertanya kepada ChatGPT tentang posisi lidah atau stress kata."	Student requested corrective explanations to improve

	ASPF- ICF		pronunciation accuracy.
19	S11- RQ2- ASPF- UPTPM	<i>"Penjelasannya cukup membantu karena saya jadi lebih memahami detail pronunciation."</i>	Student developed a better understanding of pronunciation through ChatGPT's explanations.
20	S11- RQ2- ICEPS- AAA	<i>"Saya tetap bisa latihan pronunciation kapan saja."</i>	Student accessed ChatGPT anytime for pronunciation practice.
21	S11- RQ2- ICEPS- FIPP	<i>"Dengan ChatGPT saya bisa latihan sesering yang saya mau."</i>	Student independently practiced pronunciation according to personal learning needs.
22	S11- RQ2- ICEPS- AAA	<i>"Biasanya saya menggunakannya di rumah, terutama malam hari atau saat ada waktu kosong."</i>	Student utilized ChatGPT flexibly across different times and locations.
23	S11- RQ2- ICEPS- AAA	<i>"ChatGPT bisa digunakan kapan saja."</i>	Student perceived ChatGPT as an easily accessible pronunciation learning tool.
24	S11- RQ2- ICEPS- FIPP	<i>"Belajar menjadi lebih fleksibel dan tidak tergantung waktu tertentu."</i>	Student utilized ChatGPT for flexible and independent pronunciation practice.
25	S11- RQ2-	<i>"Sekarang saya bisa latihan sendiri terlebih dahulu."</i>	Student became more independent in

	ICEPS- FIPP		practicing pronunciation.
26	S11- RQ2- ICEPS- IRPQ	<i>"ChatGPT membantu sebagai alat tambahan supaya saya bisa belajar di luar kelas."</i>	Student used ChatGPT to obtain immediate pronunciation support beyond classroom learning.

DOCUMENTATION





AUTOBIOGRAPHY



Muhammad Arya Nando is the author of this thesis. He was born on May 10, 2003, As the first child of Abdul Rosid and Herni. He began his formal education at SDN 109 Rejang Lebong and graduated in 2016. He then

continued his studies at SMPN 12 Rejang Lebong, graduating in 2019, and completed his senior high school education at SMAN 09 Rejang Lebong in 2021. In 2022, he enrolled in the English Tadris Study Program at the Faculty of Tarbiyah, Institut Agama Islam Negeri (IAIN) Curup to pursue his bachelor's degree.

During his undergraduate studies, the author gained valuable professional experience by working for several months at a tour and travel company in Bengkulu. He served as an editor and tour leader, leading educational and travel programs to Malaysia and Singapore. These experiences enhanced his communication, leadership, organizational, and interpersonal skills, while also broadening his international perspective.

The author was actively involved in student organizations throughout his academic journey. He served as the Head of the Social Division of the English Tadris Student Association (HMPS Tadris Bahasa Inggris), where he participated in various social and academic activities that contributed to the development of

students and the organization. In addition to organizational involvement, he also participated in international academic activities. In 2025, he attended international seminars held at Universiti Teknologi Malaysia (UTM) and City University Malaysia, which provided valuable opportunities to broaden his academic knowledge, exchange ideas with international participants, and strengthen his global academic outlook.

The completion of this thesis, entitled *“Exploring the Use of ChatGPT in Enhancing Students’ Self-Learning Pronunciation at the English Tadris Study Program of IAIN Curup,”* represents one of the most significant milestones in his academic journey. Through this research, the author hopes to contribute to the advancement of English language education, particularly in the integration of artificial intelligence to support autonomous pronunciation learning.

Looking ahead, the author aspires to continue developing his academic and professional competencies by pursuing higher education, engaging in educational research, and contributing to the improvement of English language teaching in Indonesia. He believes that lifelong learning, dedication, and perseverance are essential values for making meaningful contributions to education and society. Finally, the author expresses his sincere gratitude to Allah SWT, his beloved family, lecturers, friends, and everyone who has supported and encouraged him throughout this academic journey.