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EFL Students' Perceptions and Experiences on the Utilization of Ling App in Learning Pronunciation

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Abstract: EFL Students' Perceptions and Experiences on the Utilization of Ling App in Learning Pronunciation. **Objectives:** This study investigates the use of the Ling app, an AI-driven tool, in learning pronunciation among EFL students in Islamic higher education. The research aimed to explore students' perceptions and experiences regarding the app's effectiveness in improving pronunciation skills. **Methods:** A mixed-methods approach was employed, combining quantitative data from questionnaires completed by 103 participants and qualitative data from interviews with 10 students. The questionnaire assessed perceptions of the app's usability and impact, while the interviews provided deeper insights into students' experiences and challenges. **Findings:** The findings indicate that the Ling app significantly enhances pronunciation proficiency, fosters learner confidence, and supports autonomous learning. Key features, such as speech recognition, real-time feedback, and gamified exercises, were particularly effective in enabling students to correct errors and practice independently. The app's interactive nature and gamification elements maintained student engagement and motivation. However, challenges were identified, including limited access to premium features, dependence on internet connectivity, and occasional inaccuracies in AI feedback when recognizing diverse accents. Despite these limitations, the app proved to be a valuable supplementary tool for pronunciation learning, offering flexible and engaging practice opportunities. The results underscore the app's potential to address significant gaps in traditional learning methods by providing self-paced and interactive learning experiences. **Conclusion:** The study concludes that the Ling app is a promising tool for EFL students, but further development is needed to enhance customization, address technical limitations, and cater to a wider range of learner needs, particularly in resource-constrained environments.

Keywords: ling app, pronunciation, utilization.

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INTRODUCTION

Pronunciation is a crucial element of successful communication, as Almutalabi (2018) Said in his research that it is indisputable and fundamental that pronunciation is the basic route for communication, which learners must prioritize if they aim for effective and successful interaction. Yet, it remains a significant problem for English as a Foreign Language (EFL) students. Despite considerable efforts, numerous students face challenges in attaining precise pronunciation due to restricted exposure to native speakers, inadequate chances to practice, and an absence of timely feedback (Farhat Jahara & Hussein

Abdelrady, 2021). These problems hinder successful interaction and adversely affect learners' confidence and capacity to participate in everyday interactions. The need of pronunciation in developing confident and clear communication emphasizes the need to address these issues in EFL instruction.

Comprehensive research highlights the difficult character of pronunciation difficulties. According to Ivanoviæ (2019) acquiring pronunciation requires complex cognitive processes including mental classification and conceptualizing of sounds. Many EFL students struggle to reach their pronunciation goals after years of education because of pedagogical, contextual, and personal problems. Technology's inclusion into the classroom has provided fresh approaches to remove these challenges. Using interactive features and gamified experiences to help students improve their pronunciation, applications like Ling have grown into indispensable tools in English language learning (ELL) and English language teaching (ELT) (Ihnatova et al., 2021).

Technology-Enhanced Language Learning (TELL) has transformed conventional educational methods by employing technology to enhance bilingual education initiatives and facilitate language acquisition. TELL encompasses a range of digital tools and resources, including computer-assisted language learning (CALL) platforms, mobile applications, virtual reality (VR), augmented reality (AR), and online collaborative tools. These technologies facilitate access to a diverse array of genuine and stimulating educational resources, encompassing activities (fill-in-the-blank exercises, video production, class communication), skills (reading, writing, speaking, listening), formats (blended, distance, online learning), and technologies (computers, internet, wikis, videos) (Perez Peguero, 2024;Iberahim et al., 2023).

Numerous studies underscore the significance of technology-driven applications in language acquisition, especially in enhancing pronunciation. , Fadilah (2022)examined the reception of the Duolingo app among ninth-grade students at SMP Swasta IT Al-Fattah. The results indicated that students experienced predominantly favorable outcomes, as the app significantly improved their motivation and English proficiency while also rendering studying more pleasurable and accessible. Palmur et al. (2023) analyzed 50 prominent language learning applications and discovered that, although numerous apps utilized conventional behaviorist methods emphasizing vocabulary acquisition, there is an urgent necessity to incorporate adaptive functionalities and contextualized language to enhance learning efficacy.

In the course of the epidemic, Ariawan et al. (2021) examined students' acquisition of spoken English through WhatsApp. Of the 51 participants, 64.7% deemed the platform practical and user-friendly, particularly for speaking practice at any time and location. Nonetheless, issues such as internet connectivity and restricted teacher engagement were observed. Furthermore, Haryadi, S & Aprianoto (2020) at Mandalika University of Education discovered that the English Pronunciation App markedly enhanced student participation and autonomous learning, illustrating the role of technology in promoting active engagement. Aratusa (2022)also emphasized favorable student perceptions of Mobile Assisted Language Learning (MALL). A subsequent study underscores the efficacy of pronunciation-centric applications. A comprehensive review by Suseno (2023) discovered various pronunciation applications, including Praat and Elsa, that enhanced students' pronunciation and listening abilities while also boosting their willingness to learn. Similarly, Rifqiyah et al. (2021)illustrated the efficacy of the English Pronunciation Application (EPA) in enhancing high school students' pronunciation, evidenced by substantial gains in average scores following app usage. However, prior research has not thoroughly

examined technological issues such as the necessity for internet connectivity and the inconsistent accuracy of voice recognition when addressing various dialects. Consequently, speech applications may not function optimally, particularly in environments with restricted technological resources. In this study, the researchers selected Ling App as an AI-based tool utilized by EFL students.

In addition, comprehensive research conducted by Ariawan (2021) on online learning via Google Classroom indicated divergent perceptions, highlighting flexibility as a positive aspect while identifying financial limits and infrastructural deficiencies as impediments.

In the Indonesian setting, disparities between the English and Indonesian phonetic systems pose obstacles for pupils, leading to pronunciation errors, such as the production of "echoes" in the sounds of consonants (Indari, 2023). This influences speech patterns and communication in English. Nevertheless, technology-based solutions, especially artificial intelligence, can resolve these challenges by offering immediate feedback and interactive practice opportunities (Zakiyyah et al., 2022).

Designed especially for students of English Ling is an AI-driven tool with strong pronunciation emphasis. Adapting to every level of skill, it offers interactive components such as flashcards, vocabulary tests, and video games (Hoang et al., 2023). Still, the application runs across challenges including limited access to advanced features in the free edition and problems with its speech recognition capacity, which often fails to accurately detect user voices. Notwithstanding these limitations, Ling remains a great tool for enhancing speaking and pronunciation.

With its dynamic features, the Ling app turns English language acquisition into an interesting and engaging experience (Karasimos, 2022). Along with pronunciation practice using real-time speaker audio, Ling gives users interactive tasks such word matching and sentence construction, therefore helping to improve speaking and listening skills and provide instantaneous, individualized feedback (Paternò, 2013). While gamified components of daily challenges, point systems, and achievements increase motivation, practical learning is assisted by real-life scenarios including food ordering or self-introduction (Smith & Eckroth, 2017). By its harmonic mix of delight and utility, ling helps to link theoretical information with practical communication.

Artificial intelligence (AI) has revolutionized language learning by offering speech recognition systems that provide immediate feedback and improve phonetic accuracy. Nevertheless, concerns persist over the limitations of these advances in technology. Sung et al. (2015) and Nasution (2022) Argue that applications based on AI sometimes overlook the complexities of nuanced pronunciation, potentially leading to overconfidence in students or insufficient real-world application. Furthermore, variations in technological knowledge among students might significantly influence their ability to utilize these tools efficiently.

This research aims to explore how are the EFL students' opinions of the Ling app, and what problems they encounter when using it.

It also looks at the general purpose of artificial intelligence in language instruction and provides ideas on how technology may enhance the learning process and help to reduce ongoing shortcomings in pronunciation ability.

METHOD

This study employed a mixed-methods approach, integrating quantitative and qualitative methodologies to thoroughly assess the student's perceptions and experiences of the Ling application in improving English speech skills. Both quantitative and qualitative data were collected concurrently but processed

independently prior to integration during the interpretation phase. This design was selected to facilitate a more thorough comprehension of EFL students' perceptions and experiences with the Ling app, as it enables verification of findings by means of an integration of various sources of data.

A mixed-method design is characterized as a technique for collecting, analyzing, and integrating both quantitative and qualitative research methodologies inside a single study to understand a research problem (Ghasempour Et. Al., 2014). With an eye toward students who used the Ling app, the study was conducted among EFL students at the State Islamic University of Mataram. To give a representative sample of the population, participants were selected at random.

The data collection procedure was executed in two steps. Initially, quantitative data were gathered using an online questionnaire. One hundred fifty students from the English Language Education Study Program at the State Islamic University of Mataram were invited to partake in the survey. Out of them, 103 students participated, resulting in a response rate that was 68.7%, deemed sufficient for maintaining sample representativeness in survey research (Creswell & Poth, 2018). The cohort comprised 69 females (66.2%) and 34 males (32.98%), with the predominant age group being 19 to 21 years (67%). Although data on non-participants didn't get gathered, the sample is considered representative of the student population in the English Language Education Study Program, as it encompasses students from multiple semesters and a variety of English ability. The gender and age distribution of the participants mirrors the overall demographic mix of the program.

To evaluate several factors including students' confidence in pronunciation, their experiences with the app, and its general functionality the questionnaire included closed-ended Likert scale items. Extensive trends and patterns produced by this approach gave statistical analysis of the student's perceptions and experiences in using the app.

During the second phase, In the qualitative phase, 10 participants were randomly selected from the 103 survey respondents. This strategy was adopted to guarantee that each survey respondent had an equal opportunity for selection, thus reducing selection bias and improving the generalisability of the interview results to the survey population (Bryman, 2012).

The random sampling procedure was executed utilising a random number generator. All 103 survey respondents were assigned a distinct number, and 10 numbers were randomly chosen using the generator. The individuals associated with these numbers were subsequently invited to engage in semi-structured interviews.

Although random sampling mitigates selection bias, it may constrain the range of experiences and viewpoints within the interview sample. To mitigate this possible constraint, we ensured that the randomly selected individuals encompassed a spectrum of English skill levels and frequencies of Ling app usage, as indicated in the survey. This method enabled us to obtain diverse insights while preserving the integrity of the random sampling technique. A semi-structured interview consists in a predefined set of questions and predefined answers from a chosen sample (Adams, 2015). The interviews, structured around a series of preset questions, examined participants' comprehensive experiences, obstacles faced, and perceived enhancements in pronouncing skills following the use of the Ling app. Several initiatives were implemented to ensure the honesty and accuracy of questionnaire responses. The questionnaire was constructed with precise, clear questions and supplemented by comprehensive instructions to reduce ambiguity. Participants were guaranteed anonymity as well as privacy regarding their responses to promote truthful answers. A pilot test involving 10 students, who were excluded from the main sample, was implemented to identify

and address any confusing or ambiguous questions. Participants were instructed to complete the questionnaire in a good condition to ensure focus and accuracy.

Measures were implemented to reduce interviewer bias during the interviews. The interviewer, serving as the primary researcher, underwent training in semi-structured interview techniques, which encompassed the formulation of neutral questions, the practice of active listening, and the avoidance of leading questions. A semi-structured interview guide facilitated consistency across interviews while permitting flexibility to thoroughly explore participants' responses. The interviewer exhibited neutrality during the process, abstaining from offering feedback or evaluations on participants' responses. All interviews were conducted with the permission of participants, and comprehensive notes were maintained to ensure data accuracy and verifiability. Data analysis in this study combined quantitative and qualitative methods. The quantitative data from the questionnaire were examined using descriptive statistics to encapsulate the participants' responses and demographic attributes. Descriptive statistics, such as percentages, means, and standard deviations, were computed to summarise the users' perceptions and experiences with the Ling app. Meanwhile, The qualitative data from the interviews underwent thematic analysis in accordance with the six-step procedure established by Braun & Clarke, (2006). This entailed data familiarisation, initial code generation, theme identification, theme review, theme definition and name, and report production. The selected themes were corroborated by direct quotations from participants to guarantee the depth and veracity of the findings. These two approaches were integrated to provide a comprehensive understanding of student's perceptions and experiences in using the Ling app.

RESULT AND DISCUSSION

Among the 103 respondents from EFL students of the State Islamic University of Mataram, the majority were female, with 69 individuals (66.2%), while male respondents were 34 (32.98%). The 19-21 age group is the most prevalent, comprising 69 individuals (67%), followed by the 17-19 age group with 17 individuals (16.5%), the 21-23 age group with 14 individuals (13.6%), and the 23-25 age group with merely 3 individuals (2.9%). A majority of respondents, 77 individuals (74.76%), utilize the Ling app for English language acquisition, whilst 26 individuals (25.24%) do not engage with it. The data indicates that the predominant demographic of Ling app users is female, particularly within the 19-21 age bracket, who are typically in the late secondary or early collegiate phase of school. The significant adoption rate of Ling among users indicates its considerable appeal as an English language learning tool. The table below illustrates the demographic composition of the students.

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Table 1. The data demography of respondents

	F	P
Gender		
Male	34	32.98%
Female	69	66.2%
Age		
17-19	17	16.5%
19-21	69	67%
21-23	14	13.6%
23-25	3	2.9%

I use the Ling app to learn the English language		
Yes	77	74.76%
No	26	25.24%

Based on the questionnaire, the findings of this study indicate that the Ling app significantly enhances its users' proficiency in English. The poll indicated that most respondents provided favorable feedback regarding the app's features and benefits. Approximately 59.47% of respondents indicated "Agree" or "Strongly Agree" to the survey statements. This discovery corroborates earlier research by Rifqiyah et al. (2021), which shown that AI-driven pronunciation applications can bolster students' confidence by frequent practice and immediate feedback. suggesting that the majority of users perceived the app as beneficial for enhancing fundamental English skills. including pronunciation. intonation. spelling. and fluency. This indicates that Ling's software effectively delivers a valuable learning experience, particularly in areas crucial for daily English conversation.

This study reveals that the Ling app significantly enhances the self-confidence of its users. 55.9% of respondents believed that the pronunciation exercises in the app enhanced their confidence in speaking English. particularly in verbal communication. frequently poses a significant challenge for several language students. When students experience anxiety or reluctance while speaking, the learning process may be impeded. Consequently, Ling's application, which allows users to practice autonomously and without the apprehension of making mistakes, is a notable advantage. This signifies that the application is not only proficient in imparting language abilities but also in fostering a good attitude toward foreign language acquisition.

A significant observation is the considerable proportion of responders who believed that Ling facilitated their autonomous learning. Approximately 62.4% of participants asserted that they felt empowered to regulate their own time and learning methods. This corroborates the findings of Warni et al. (2018), which highlighted that language learning technology can enhance student autonomy. Self-paced learning provides individuals the autonomy to acquire knowledge at their preferred speed and method, which is especially advantageous for people with demanding schedules or who favor a more tailored approach to education. The application serves as an invaluable resource for enhancing the quality of learning by offering materials that are accessible at any time and from any location. catering to users who value autonomy in their educational pursuits.

Nevertheless, most respondents provided a favorable assessment. Approximately 35.75% selected a *Neutral* grade, signifying that they did not perceive the app as detrimental. yet also did not experience a significant effect from its usage. This group may desire additional features or variations in the app that can be customized to their particular learning requirements. Factors such as functional constraints or the absence of customization in the application may account for their perception that the app did not entirely fulfill their expe. Notably, merely 4.87% of respondents selected Disagree or Strongly Disagree. signifying a minimal level of discontent with the app.

This survey indicates that users of the Ling app exhibit a high degree of happiness. The majority of participants recognized substantial advantages in multiple facets of English language acquisition, particularly in enhancing speaking abilities and self-assurance. However, there are chances to enhance the user experience, particularly for individuals in the *Neutral* group. App developers could contemplate implementing more personalized and adaptive features, including modules with diverse difficulty levels or enhanced interactions that offer rapid feedback to users. By implementingthese methods, Ling can further develop into a more efficient, pertinent, and entertaining language-learning resource for various kinds of learners. The table below illustrates the respondents' statements.

Table 2. Student statements on the Ling App questionnaire

Statement	SA	A	N	DA	SDA
	1	2	3	4	5
I like learning English using the Ling app	20.8%	40.3%	35.1%	2.6%	1.3%
Using the Ling app helps me improve my pronunciation skills	23.4%	40.3%	32.5%	2.6%	1.3%
Using the Ling app helps me improve my English spelling	27.3%	33.8%	33.8%	3.9%	1.3%
Using the Ling app helps me improve my fluency in speaking	18.2%	40.3%	37.7%	3.9%	0%
Ling app helps improve my intonation in speaking English	19.5%	39%	36.4%	3.9%	1.3%
I feel that the pronunciation exercises in the Ling app boosted my confidence in speaking English	19.5%	36.4%	39%	5.2%	0%
Using the Ling app helps me learn independently	26%	36.4%	32.5%	3.9%	1.3%
I will continue to use the Ling app to learn English	20.8%	33.8%	39%	5.2%	1.3%
Average	59.47%		35.75%	4.87%	

Results of the Interview data

The interview results indicate that the Ling AI app is widely regarded by users as a successful and innovative resource for enhancing English language learning, especially in the area of pronunciation skills. The majority of respondents indicated that the app provides numerous advantages, mostly owing to its flexibility, which enables users to learn at any time and from any location. R3 stated, *I can practice independently at any time without requiring a tutor.* One of the questionnaire respondents also stated, *The experience of using Ling is quite enjoyable, as it allows for tracking learning progress, enabling us to observe improvements. It is highly flexible, permitting learning at any time and place.* Participants appreciated the interactive functionalities, including recognition of speech, immediate feedback, and dialogue-oriented pronunciation drills. These traits were judged to be rather helpful for improving pronunciation, providing corrections advice, and error detection. While R6 said that *real-time feedback offers quick remedies for pronunciation mistakes made by users*, R2 said *the speech recognition tool finds my mistakes and suggests improvements.*

Audio comparisons and listening exercises were other components that attracted interest. Certain respondents indicated that these qualities facilitated their comprehension of the distinctions between their pronunciation and native speakers, hence simplifying the process of rectifying errors. R7 said that *voice recognition identifies mispronunciations with precision, and comparative audio is beneficial as it allows us to immediately discern the difference between our speech and that of a native speaker.* R3 expressed appreciation for conversation-based exercises, noting that this

feature renders learning akin to *a real conversation.* Many respondents perceived that the app offered a more comprehensive and tailored learning experience due to these characteristics. Several questionnaire respondents provided similar feedback, such as one of the respondents, who stated, *I greatly appreciate the speaking and listening practice features that enhance conversational skills in a practical manner.* Furthermore, the application provides a variety of exercises, including quizzes, games, and flashcards, which enhance the learning experience by reducing monotony. This was addressed in the open-ended question in the questionnaire.

Nonetheless, in spite of these advantages, customers encounter certain obstacles. A primary impediment is restricted access to premium functionalities. A multitude of respondents indicated that they could not access all the app's functionalities due to restrictions imposed by the free edition, necessitating payment to unlock further functions. R5 stated *I am restricted to the free version, necessitating additional payment for other features.* Moreover, the app's reliance on online connectivity poses a challenge, particularly for users residing in areas with unreliable internet access. R4 stated that *the primary challenges are the internet quota and premium account.* One questionnaire respondent articulated that *my primary obstacle is the necessity to upgrade to a pro account, as I can access all features with a pro account.* Another respondent stated, *my main issue is the internet quota, as I seldm have sufficient data.*

One more difficulty raised was the accuracy of artificial intelligence feedback. Some respondents felt that sometimes the program failed to identify particular accents or intonations, which reduced evaluation accuracy. R7 said, *AI sometimes finds it difficult to identify particular accents or intonations, hence feedback is not always accurate.* Moreover, R6 underlined that depending just on artificial intelligence for pronunciation acquisition could limit the user's interaction with native speakers, which is absolutely essential for understanding the nuances of expression and intonation. This suggests that using apps has to be in line with other approaches, such having real-time direct contacts with people or honest interactions.

One important factor in these exchanges was the users' intention for using Ling AI. Most respondents said that by allowing autonomous practice free from judgement, the app increased their confidence in speaking English. R7 spoke clearly, and *since I could practise often without worrying about criticism, I feel more confident when speaking*. Moreover, the main attraction of this program is the interesting and game-like learning experience. While R6 pointed out that *it helps students with limited time or chances to interact with native speakers*, R2 said that *learning is like a game.* The Ling AI program improves users' pronunciation and encourages excitement about independent learning. However, the interview findings indicate that most respondents provided a favorable assessment of Ling AI.

The Ling app possesses a distinctive strength in its interactive and immersive features. Audio comparisons and conversation-based exercises increase learners' comprehension of the subtleties of native-like pronunciation. Respondents indicated that listening exercises and comparative audio facilitated the identification of inconsistencies between their speech and that of native speakers, hence rendering corrections simpler to understand. This aligns with the findings of (Rifqiyah et al., 2021a) who noted that pronunciation applications markedly enhance learners' accuracy and phonemic awareness. Moreover, Ling's gamified components, including quizzes, flashcards, and daily challenges, sustain learner motivation and engagement. These elements tackle a primary issue in language acquisition, maintaining engagement over an extended period.

Despite these advantages, the research also emphasizes several areas where the app may improve its performance. A primary concern is the limited access to premium features, which impedes users' ability to fully exploit the app's functionality. A variety of participants expressed their frustration with the charge, which they regarded as detrimental to their learning experience. The reliance on stable internet connectivity poses a significant challenge for students in areas with insufficient network access. These findings correspond with the limitations noted by Aratusa (2022), who stated that technical impediments, such as network issues, often reduce the effectiveness of mobile-assisted language learning applications.

A further restriction relates to the accuracy of AI-generated feedback. Despite the application's provision of real-time corrections, several users reported challenges in discerning specific accents or intonations, leading to variable evaluations. This aligns with Nasution (2022), who argued that AI computers sometimes struggle to comprehend the complexities of nuanced pronunciation. As a result, pupils may cultivate an over reliance on the application, neglecting the importance of interacting with native speakers to grasp the subtleties of pronunciation. This suggests that the Ling app, while advantageous, should be employed as a supplementary tool alongside other methods, like as direct conversational practice.

This study contrasts with Almutalabi (2018) which emphasizes the importance of traditional phonetic instruction, such as Improved Practical Training, a hands-on approach, while this study highlights the utility of technology, specifically the Ling app, as an ancillary learning resource. The results indicate that technology can aid pronunciation acquisition. Additionally, there are occasions when students cannot pose inquiries or when the teacher is unable to respond to every student's concerns. Students can observe or record their pronunciation and juxtapose it with that of a teacher using e-learning tools like the Ling app (Rohit Sharma et al., 2024). Moreover, From the teachers' standpoint, there are no alternative options. They must become acquainted with technological products that may facilitate effective learning. Educators encounter not only the complexities of technological tools but also the problems of instructing millennial students, who possess distinct characteristics as digital natives (Syarifudin & Ariawan, 2021). On the other hand, Warni et al. (2018) said technology offers pupils the chance to engage in independent study and collaborate with other students. This is feasible when technology prompts pupils to contemplate and examine the role of these two qualities in fostering autonomy. Anita (2013) asserts that desire, learning environment, acculturation ability, and exposure to the target language significantly influence the effectiveness of second language acquisition. These elements can be amalgamated with technological methodologies, exemplified by the interactive functionalities of the Ling app, to enhance overall language learning outcomes.

The findings of this study align with analogous research on language learning applications when compared to prior studies. The varied applications of technology and the enhanced digital literacy skills of pupils enable a new method for teaching foreign language pronunciation (Martin, 2020). Furthermore, the study demonstrated that students' pronunciation can be improved through regular exposure to English media, including music and films, as well as interactions with native English speakers. All functionalities are accessible within a single application, encompassing characteristics such as listening, speaking, and additional feature (Vong et al., 2024). Ling apps are one of them. Fadilah (2022) asserted that Duolingo boosts learners' motivation and English proficiency, while Rifqiyah et al. (2021) demonstrated the effectiveness of pronunciation-focused programs in enhancing phonetic precision. The Ling app's unique integration of real-time feedback and scenario-based activities sets it apart. Unlike the

behaviorist techniques highlighted by Palmur et al. (2023) in a lot of languages learning programs, Ling incorporates contextualized language practice, allowing learners to apply their skills in simulated real-world scenarios, such as ordering food or introducing themselves. This practical focus links theoretical knowledge with real-world dialogue, making the app particularly appealing to students seeking functional language competence.

Furthermore, Indrayadi et al. (2024) and the research by Dai & Wu (2023) demonstrated that students displayed favorable attitudes toward pronunciation acquisition through the application of MALL as a learning medium, as evidenced by the test results. The results correspond with the benefits of Ling applications, which are designed to provide an interactive instructional approach through elements such as gamification and real-time feedback. Moreover, the gamified elements of the program align with Suseno's (2023) observations, which suggest that engaging features like quizzes and interactive exercises enhance learners' motivation and enjoyment. However, Ling's customizable options require enhancement to more efficiently meet unique student needs. Adaptive modules tailored to diverse skill levels and learning objectives may enhance user satisfaction and effectiveness, particularly for persons who offered neutral feedback in this study.

The results of this study have numerous practical implications for the acquisition of English pronunciation. Initially, applications like Ling can serve as ancillary resources to bolster students' confidence and independence. Educators must recognize the app's limitations, including its reliance on internet connectivity, and contemplate offering alternative learning options for students lacking access to such technology. Nonetheless, this research has limitations, including a very small sample size (N = 103) and a focus on a particular institution, which may restrict the generalizability of the findings. Subsequent research may rectify these shortcomings by employing larger and more heterogeneous samples, alongside integrating supplementary data collection techniques.

CONCLUSION

All things considered, the app greatly raised users' self-learning capacity, confidence, and speaking skills. The interactive elements speech recognition, real-time feedback, and dialog-based exercises which enabled respondents to fix errors and grasp the variations with native speakers' pronunciation positively received by them. Furthermore successful in preserving user motivation were the gamification components in the app quests and daily challenges.

However, there are some limitations that need to be noted. Limited access to premium features detracts from the learning experience for some users, especially those using the free version. In addition, the reliance on internet connectivity and the accuracy of voice recognition by AI is a challenge, especially in recognizing certain accents. The research also shows that the Ling app is more effective when used as a tool, rather than the sole method, in English language learning. Overall, the Ling app has great potential to improve pronunciation learning, but developers need to improve customization and accessibility features to meet the needs of diverse users.

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