

## Talkpal.AI: An Effective Vocabulary Learning Media in Class VIII D at MTs Salafiyah Syafi'iyah Seblak

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**Abstract:** *The purpose of this study is to evaluate Talkpal's efficacy.AI as a vocabulary-learning tool for MTs Salafiyah Syafi'iyah Seblak students in Class VIII D. A quantitative pre-experimental design including a pre-test and post-test was employed in this study. The pre-test scores ranged from 20 to 65, with a low mean score of 41.67. With scores ranging from 60 to 95, the post-test mean rose to 75.48 following the intervention. The results show that pupils' vocabulary mastery has significantly improved. Thus, Talkpal.AI is regarded as a cutting-edge and successful tool for improving language acquisition.*

### INTRODUCTION

According to M. Opyr (2021) Technology has emerged as one of the most transformative innovations of the 21<sup>st</sup> century, significantly influencing various aspect of human life, including education. In language learning process, particularly vocabulary acquisition, AI-based tools can act as personalized assistant that support student practicing, understanding and retaining new words more effectively. Artificial intelligence (AI) is persistently penetrating our daily lives. Artificial Intelligence (AI) has already become an integral component across a wide range of industries, including e-Commerce, marketing, financial technology (FinTech), manufacturing, and the automotive sector. Given this rapid advancement, the field of education has also begun to adopt AI-driven tools, particularly within the area of foreign language learning, where technology is used to enhance both teaching practices and student engagement. The influence of AI extends far beyond education; for example, in the field of medicine, the application of deep learning has enabled AI systems to perform at an expert level in diagnosing diseases and even in speech synthesis, where machines can generate human-like voices by analyzing neural activity in the cerebral cortex. Similarly, the rise of chat bots demonstrates another practical use of AI, as these tools are increasingly employed to facilitate customer communication by providing instant, interactive, and personalized responses. When adapted for language education, such AI-driven technologies hold great potential in creating immersive learning environments, offering learners opportunities to practice speaking, listening, and writing in real-time with virtual assistants. This integration not only makes the process of language acquisition more accessible and efficient but also personalizes learning experiences in ways that traditional classroom instruction alone may not be able to achieve. AI is an essential part of the educational process.

Additionally, Rukiati (2023) said The origins of artificial intelligence (AI) in ELT may be found in the early years of language acquisition using computers (CALL), when language education was initially supported by technology related to computers in the 1970s and 1980s. The

objective at to have the opportunity was to create a grammar checker. In order to make language learning more interesting, effective, and accessible to students from a variety of origins, artificial intelligence (AI) is currently being used more and more into English language teaching (ELT). Numerous digital platforms and educational apps driven by AI were recently created, many of which use Natural Language Processing (NLP) to mimic collaborative learning.

Through this technology, virtual tutors can be created to hold real-time conversations with students, providing them with opportunities to practice language skills in a more natural, personalized, and conversational setting. It is thought that artificial intelligence (AI) can improve human learning and help people accomplish their educational objectives more successfully.

There are numerous engaging options available for conversation practice, where learners are introduced to a wide variety of meaningful topics before they begin interacting. Artificial Intelligence (AI) has emerged as one of the most effective tools for learning the English language, particularly through platforms such as Lingvist, Memrise, ELSA speak and TalkPal.AI Chat. These applications, which are designed with AI-powered systems, function as comprehensive language learning assistants that aim to develop students' communicative competence in several key areas, including speaking, listening, and writing. Students in MTs Salafiyah Syafi'iyah Seblak especially at class VIII D continue to face serious challenges in developing their English vocabulary, even when they are required to learn through various online learning platforms. Many students have difficulty understanding basic words and expressions, which affects their ability to follow instructions and participate actively in digital learning activities. The researcher choose the MTs Salafiyah Syafi'iyah Seblak because the school have supportive digital ecosystem to learning through online or digital media. And the students' of MTs Salafiyah Syafi'iyah Seblak have interested with digital media rather than conventional media learning tools. Besides that, the students' vocabulary ability is still low.

## **THEORETICAL FRAMEWORK**

The researcher found similar result on other relevant previous research that was carried out by Crompton (2024) found that one amongst the most popular languages for employment, markets, travel, conversation, and global communication is English. However, learners face a number of challenges when trying to become proficient in English as their first language. The present investigation indicates that AI can support English language education and ELT/L. This study responds to the request to investigate certain obstacles and opportunities for applying AI in ELT/L. 42 papers were found using a methodical examination approach based on PRISMA guidelines. The results include the study sites, student ages, and study years. The affordances of using AI in ELT/L in the domains of speaking, writing, reading, pedagogy, and self-monitoring were then identified using contextual coding. Technology failures, limited capacities, anxiety, and standardized language were identified as AI in ELT/L problems.

The newest relevant previous research was carried out by Torkhani (2025) Examine Talkpal's efficacy. AI in enhancing the vocabulary, grammar, pronunciation, and fluency of forty intermediate to advanced English as a Foreign Language (EFL) students in Kuwait. The goals and methods of the study were explained to the participants. Within an experimental design that is quasi a pretest-posttest design was employed. According to the context of statistical evaluation, students significantly improved their posttest grammar, vocabulary, pronunciation, and fluency ( $p < 0.05$ ). This conclusion highlights the promise of artificial intelligence (AI) systems like Talkpal.AI in aiding and accelerating language acquisition for EFL students, despite the study's boundaries, which include a typical number of participants and lack of a variety of backgrounds

On this relevant previous study was conducted by Wen (2022). According to the report,

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integrating mobile-friendly language learning with AI approaches has been the increasing growth direction of internet-based language education. However, few research concentrate on examining how artificial intelligence-integrated mobile learning systems might improve young student opinions formal language acquisition. The goal of this study is to investigate how AI methods may support young learners' acquisition of the Chinese language by enhancing knowledge across varied settings.

## **RESEARCH METHODS**

The researcher use quantitative research approach to conduct this research. Based on Creswell (2017), By analyzing the link between quantifiable variables, quantitative research is a technique used to evaluate objective theories. Instruments are used to measure these various factors, and methods of statistical analysis are used to evaluate the results. Pre-experimental based research, namely only one group pretest-posttest type design, is used in this study. There is no comparison or comparable group. Pretest and posttest are carried out and the results of both tests are compared in order to know the students' vocabularies before and after giving the treatment. Campbell, D. T., & Stanley (2015) claim that since before it was experimental methods lack standardized controls and the procedure of randomization they are considered weak experimental designs that have been more susceptible to validity issues.

The population of this study is class eighth-grades of MTs Salafiyah Syafi'iyah Seblak, which the students are approximately 103 in total all over five classes and this research will just be conducted in that class. The sample of this research is the students of the class VIII D of MTs Salafiyah Syafi'iyah Seblak. The research uses purposive sampling technique because the class is the recommendation from the teacher and the head master. It's consist 21 students in total.

The researcher uses pre-test and post-test to collect the data. The researcher provides clear directions to the sample. Tests are one of the methods of data collection strategies that might lead to valid data. A test is used to gauge an individual or a group's knowledge, skill, feeling, intelligence, or aptitude. In order to measure both variables, the researcher use tests as a method for collecting data.

The procedure for analyzing the data for this study will be gathered from the pretest and posttest results. Following data collection, a researcher analyzes the data in a few different ways. to determine Talkpal's efficacy. The instructor of MTs Salafiyah Syafi'iyah Seblak's VIII D class administers two tests. Before Talkpal is put into use, the first test is given. AI in the classroom (pretests are usually tests given before therapy). Because the exam was given twice, the teacher has multiple the educational experience for the students: pretest and posttest scores. Statistical descriptive analysis will be used to examine the data. After that, its standard deviation will be examined, and a paired sample t-test will be computed. In situations such as these, the paired sample t-test is employed. The difference between two paired samples is tested using the paired sample t-test. Pairing samples means that the same sample is used, but the test is conducted on it twice, either at separate times or at specific intervals. The research model is examined both before and after using the experiment model.

## **RESULT AND DISCUSSION**

This study looked at Talkpal's efficacy using a descriptive quantitative method. AI as a vocabulary-learning tool for MTs Salafiyah Syafi'iyah Seblak students in Class VIII D. Students' vocabulary proficiency was measured both before and after the media was implemented using pre-test and post-test evaluations.

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Students' vocabulary mastery was comparatively low, according to the pre-test findings. The pupils received a minimum score of 20 and a maximum score of 65. The pre-test mean score of 41.67 indicates that the majority of pupils had little vocabulary before the intervention. This circumstance indicates that pupils were still having trouble comprehending and using English terminology.

After the launch of Talkpal. The post-test results showed a considerable improvement in students' understanding of vocabulary following the use of AI as an educational tool. The maximum score was 95, while the minimum was raised to 60. Additionally, the post-test mean score increased to 75.48. The usage of Talkpal is indicated by this significant rise in the average score. Students' language skills improved because to AI.

It is evident that pupils' performance has significantly improved when comparing the pre-test and post-test scores. Following instruction utilizing Talkpal.AI, the students' mean score increased from 41.67 to 75.48, indicating improved vocabulary comprehension and recall. Thus, it can be said that Talkpal.AI is a useful educational tool for educating about vocabulary in MTs Salafiyah Syafi'iyah Seblak's Class VIII D.

**Table. 1 Descriptive Statistics**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	21	20	65	41.67	12.583
posttest	21	60	95	75.48	8.646
Valid N (listwise)	21				

## CONCLUSION

Based on the findings of the research entitled “*Talkpal.AI: An Effective Vocabulary Learning Media in Class VIII D at MTs Salafiyah Syafi'iyah Seblak*”, it can be comprehensively concluded that the implementation of Talkpal.AI as a learning medium has a significant and positive effect on students' vocabulary mastery. This conclusion is supported by the quantitative data obtained from the pre-test and post-test results, which clearly demonstrate measurable improvement after the treatment was conducted.

Prior to the implementation of Talkpal.AI, the students' vocabulary mastery was categorized as relatively low. This is evidenced by the pre-test results, where the mean score was 41.67, with the lowest score being 20 and the highest score reaching 65. These results indicate that most students experienced difficulties in understanding, remembering, and using English vocabulary appropriately. The limited vocabulary knowledge also suggests that conventional teaching methods used previously may not have been sufficiently engaging or effective in supporting students' language development.

Following the Talkpal implementation. Students' understanding of vocabulary significantly improved with the use of AI in the teaching procedure. The post-test results showed that the mean score increased significantly to 75.48, with a minimum score of 60 and a maximum score of 95. This improvement reflects that students were able to better comprehend and retain vocabulary after being exposed to an interactive and technology-based learning environment. The higher minimum score in the post-test also indicates that even lower-performing students experienced meaningful progress.

Furthermore, the comparison between pre-test and post-test scores reveals a clear and consistent increase in students' performance. The improvement in the mean score demonstrates not only a general enhancement in vocabulary mastery but also suggests that Talkpal.AI

effectively supports students with different levels of ability. The engaging features of Talkpal.AI, such as interactive practice and immediate feedback, likely contributed to increasing students' motivation and participation during the learning process.

In addition, the findings imply that integrating artificial intelligence-based media into language learning can create a more dynamic and student-centered learning environment. Talkpal.AI allows students to practice vocabulary in a more flexible and enjoyable way, which can reduce boredom and increase learning effectiveness. As a result, students become more confident in using English vocabulary both in understanding and in communication.

In conclusion, the overall results of this study confirm that Talkpal.AI is an effective learning media for teaching vocabulary. Its implementation in Class VIII D at MTs Salafiyah Syafi'iyah Seblak successfully improved students' vocabulary mastery, as evidenced by the significant increase in their test scores. Therefore, Talkpal.AI can be recommended as an alternative and innovative teaching medium to enhance vocabulary learning, particularly in junior high school settings.

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