

## INNOVATIVE APPROACHES TO TEACH ENGLISH SPEAKING FOR TOURISM: THE IMPACT OF AI AND SOCIAL MEDIA

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**Abstract:** As a region with rich cultural heritage and maritime beauty, Majene required efforts and community involvement to maximize its tourism potential. This included the enhancement and training of English language skills among the community and its human resources for the dissemination of information and to attract international tourists. This study aimed to assess the impact of using technologies such as AI (Fully Fluent) and social media (Instagram) in developing English-speaking skills for tourism at Universitas Sulawesi Barat. This research was a descriptive quantitative study, in which a Likert scale questionnaire based on the Technology Acceptance Model (TAM) was administered to 25 English Education students at Universitas Sulawesi Barat. The findings revealed that the average mean score obtained from the questionnaire was 3.408, which falls under the 'very high' category. Among the TAM components, 'Perceived Ease of Use' had the highest mean score, followed by 'Perceived Usefulness,' 'Behavioral Intention to Use,' and 'Attitude toward Use,' all of which were categorized as 'very high,' while 'Actual System Use' ranked last in the 'high' category. These results indicated that the use of AI and social media was perceived as having a very positive impact on the students of Universitas Sulawesi Barat, particularly in terms of the ease and effectiveness which implied that it is applicable for English speaking practice for specific purpose included tourism. Contribution : this study can serve as a relevant reference and guide in the field of English education, particularly in the area of English for specific purposes, with a focus on speaking skills.

**Keywords:** *Artificial Intelligence, Social Media, Fully Fluent, Instagram English Speaking, Tourism, Majene*

### Introduction:

The ability to speak English is crucial for regions with tourism potential including Majene, Indonesia, it facilitates direct and meaningful interactions between locals and international visitors. English serves as a global lingua franca, enabling tourism professionals such as guides, hoteliers, and restaurateurs to communicate effectively, ensuring

that tourists feel welcomed and understood (Crystal, 2013). This communication competency enhances the overall visitor experience, often leading to positive reviews and increased repeat visits, vital for sustainable tourism growth (Cuic Tankovic et al., 2023). Additionally, proficiency in English allows locals to share their region's unique stories and cultural heritage, thereby enriching tourists'

experiences and fostering a deeper appreciation of local culture. Consequently, investing in English-speaking training programs can significantly enhance a region's attractiveness and competitiveness in the global tourism market (Widiastuti et al., 2021)

Majene, situated in West Sulawesi, Indonesia, presents considerable potential as a tourism destination, owing to its rich cultural heritage and diverse natural landscapes. The Mandar people, indigenous to the region, have a rich cultural heritage characterized by maritime traditions and vibrant arts with unique cultural practices, including traditional music and dances, which can be leveraged to enhance cultural tourism. Majene's coastal areas, such as Dato Beach and Palippis Beach, feature pristine waters and vibrant coral reefs, ideal for snorkeling and diving, thus providing avenues for developing marine tourism (Suriadi et al., 2022). Furthermore, the annual Sandeq Race, showcasing traditional Sandeq boats, underscores the region's cultural richness and is a significant attraction (Mario et al., 2023). To realize its tourism potential, Majene requires many efforts, one of which is equipping local residents with English proficiency, especially speaking skills. Good English speaking ability can be included in potential program such as hospitality training which can lead to improve service delivery and promote local participation in tourism (Zahedpisheh et al., 2017). In this case, the training especially for English speaking training is most appropriate if directed towards human resources or individuals who are working

or will work in the tourism sector. This includes tour guides, hotel staff, employees at tourist attractions, or young people who will work in tourism-related fields or environments, such as university students. Therefore, Majene's cultural and natural assets make it a promising candidate for targeted tourism development strategies.

Currently, there are many learning approaches that can be used to help develop English speaking skills. One particularly innovative approach that can be implemented is the use of AI and social media. Innovative approaches that integrate artificial intelligence (AI) and social media into English-speaking skills learning process have shown significant promise in enhancing language acquisition. AI-driven tools, such as chatbots and language learning apps, provide personalized feedback and interactive experiences that mimic real-life conversations, thereby improving learners' speaking proficiency (Li & Zao, 2022). AI technologies adapt to individual learning interest and paces, including for specific purpose such as tourism context, it also offers instant corrections, fostering a supportive environment for practicing spoken English, for this study, the AI tools used is Fully Fluent. Meanwhile, social media offers an authentic context for language use, enabling learners to express and share content or even interact and communicate with native speakers from around the world (Nasri, 2019). This exposure to diverse linguistic inputs and the opportunity for meaningful interaction enhance learners' communicative competence and

confidence in using English in various settings like tourism environment. By leveraging AI and social media, educators can create dynamic and engaging learning experiences that cater to the needs of digital-native students, ultimately making English language learning more accessible and effective (Chen, 2024)

Several studies have explored approaches to training or enhancing English-speaking skills using AI. However, these studies do not specifically address the use of AI for English-speaking skills in particular contexts like a study from Madhavi (Madhavi et al., 2023), although use other tools such as ICT (powerpoint, Youtube, Whatsapp, etc.), the particular AI used in this study is Duolingo which is quite common and not specific for Speaking Skill. There was not a specific context also applied in this study, this current study offers new perspective with how specific context was implemented, the students were trained to face scenarios in tourism environment with AI-powered tools Fully Fluent which is designed specifically for practicing Speaking. A study conducted by Karim (2023) also used ELSA AI-tools to examine speaking ability of students, however, this study only focused speaking skill in general and only use AI integration unlike this current study which also employed Social Media. Moreover, a study regarding the use of AI and English speaking for tourism have been carried out by Chang (Chang, 2023), this study utilized two AI-chatbots such as LWAI and LAAI and used tests as its instrument, it was different from this current study which used questionnaire and also implemented Social Media to train students' English speaking skill for tourism.

In addition, study related to English speaking skill and AI and social media application for tourism in Majene is never been conducted before. This study offers a different approach to train students in Majene as an effort to improve their speaking skill specifically for tourism sector that hopefully will help maximizing and also promoting Majene tourism potential in human resource sector.

The significant potential of Majene to become a tourist region is not matched by adequate English language skills among the human resources in this sector, prompting this study to help develop and enhance English-speaking skills among the people of Majene, particularly the youth. The primary aim of this research is to explore the impact of using artificial intelligence technologies, such as the Fully Fluent chatbot and Social Media, to train English-speaking skills for the people of Majene, especially students at the Universitas Sulawesi Barat.

## **Literature Review**

### **Artificial Intelligence (AI) for Speaking Skill**

AI is reshaping industries and everyday life, offering numerous opportunities for innovation. It has seen rapid development and widespread adoption across various industries such as finance, agriculture, healthcare, automotive, customer service, media entertainment and education. In general, Artificial Intelligence (AI) is a technology that allows machines to replicate a range of complex human abilities (Sheikh et al., 2023). According to Dhokare (Dhokare, 2021), there are seven types of Artificial Intelligence, they are:

1. Reactive Machine AI

This is early AI systems which have very limited capabilities, primarily designed to mimic the human mind's ability to respond to different input without utilizing memory-based functions. Some of reactive machine AI examples are Deepblue: IBM chess program or video games on PC.

2. Limited Memory AI

Limited memory machines enhance the functions of fully reactive machines by adding the capability to learn from past data to make decisions. Most current AI applications, including those that use deep learning, belong to this category. These AI systems are trained on large datasets to develop models that address future challenges. For example, Image Recognition AI is taught to recognize objects by using thousands of labeled images. When a new image is analyzed, the AI relies on its learned references to accurately understand and label the content, increasing its accuracy over time. Example for limited memory AI are image recognition AI.

3. Theory of Mind AI

This type of AI represents the next stage in AI development and still in the work of progress, focusing on understanding and responding to the needs, emotions, beliefs, and thoughts of interacting entities. This approach is crucial for enhancing AI's ability to interact more naturally and effectively with humans. The field of artificial emotional intelligence is already emerging and gaining interest among leading

researchers. However, reaching the level of Theory of Mind AI necessitates advancements in various other areas of AI as well.

4. Self-Aware AI

The final phase of AI development, which only exists in theory, is the creation of self-aware AI that resembles the human brain and is conscious of itself. This ambitious goal has been the ultimate aim of AI research, though it may take decades or even centuries to achieve. Such AI would not only interact with humans by sensing and eliciting emotions but might also possess its own feelings, desires, and beliefs.

5. Artificial Narrow Intelligence (ANI)

All artificial intelligences, including some of the most sophisticated and powerful AIs ever created, are represented by this kind of AI. Artificial intelligence (AI) that can carry out specific tasks on its own with just human-like characteristics is known as artificial narrow intelligence. Since these machines can only execute programs that they are designed to perform, their functionality is very limited. In line with the previously stated classification scheme, all reactive and limited memory AIs are supported by these systems.

6. Artificial General Intelligence (AGI)

General artificial intelligence refers to an AI agent's ability to learn, perceive, understand, and act like a human. These systems can autonomously develop diverse skills and generalize across different domains, significantly reducing training time. By replicating human-like multipurpose capabilities, such AI systems

can achieve power and versatility comparable to human abilities.

#### 7. Artificial Super Intelligence (ASI)

With artificial general intelligence (AGI) emerging as the most sophisticated kind of intelligence on Earth, artificial intelligence research is predicted to enter a new age. Artificial Superintelligence (ASI) surpasses human capacities through improved memory, faster data processing, and better decision-making abilities, going beyond mere replication of human cognitive powers. The emergence of AGI and ASI might result in “isolation,” a state of affairs where the attraction of such sophisticated machines endangers human life and upends our way of life.

As it was mentioned previously, Artificial Intelligence has shifted various industries including educational field. The introduction of Artificial Intelligence technology into educational settings has completely changed how students acquire knowledge and abilities, including language learning skill especially speaking. Artificial intelligence (AI) technologies have the ability to completely change how students learn and practice speaking, where it can address students’ queries and facilitate peer-to-peer interactions, fostering a collaborative learning environment (Kamalov et al., 2023).

The Fully Fluent app is one of available AI-powered application to be downloaded, it offers numerous benefits for language learners especially speaking due to its voice command option, helping users quickly become fluent in several languages

including English with personalized feedback that enhances natural speaking skills. Its 24/7 availability allows users to practice at their own pace, building confidence without fear of mistakes. The app is free, making it accessible to everyone, and provides an interactive learning experience that moves away from traditional methods. Users can customize their learning experience by choosing how to interact with the AI, it provides various contents like topics, games and role-play for practicing English in real-life context, making language learning more engaging and effective (Fully Fluent : Learn Languages, 2023). With these considerations, this application is highly suitable for practicing English speaking for specific context like tourism, moreover, the accessibility and compatibility fit for young learners.

#### **Social Media for Speaking Skill**

Social media platforms have become an integral part of everyday life for millions of people around the world, and this phenomenon has significant implications for language learners, particularly those seeking to improve their proficiency in English. The last few years has further accelerated the adoption of social media as a tool for learning, as online interactions have become more prevalent in the absence of in-person interactions. One of the primary benefits of using social media for English language practice is the increased exposure to the language in a variety of contexts. Social media platforms provide users with a constant stream of visual and textual content, exposure to which can help to improve vocabulary, grammar, and overall comprehension of the language (Muftah, 2023).

Moreover, the linguistic benefits, social media can also serve as a platform to practice English skill like speaking by expressing thoughts, opinions or feelings. Utilizing social media as a strategy to teach English fluency gives more advantage for providing students centered activity and offering genuine context (Lailiyah & Setiyaningsih, 2020). One of the most popular social media, instagram has become increasingly popular for English language learning due to their engaging and accessible nature. Instagram is especially popular with young individuals, including students in schools and universities (Subekti & Damaryanan, 2023). Furthermore, it is said that instagram can help learners to enhance their speaking skills by practicing in a more relaxed environment with their own pace, thus it can increased confidence and motivation (Erarslan, 2019)(Azlan et al., 2019) (Gonulal, 2019).

## **Theory of Acceptance and Use of Technology**

The Theory of Acceptance and Use of Technology, commonly known as the Technology Acceptance Model (TAM), is a framework used to understand how users come to accept and use technology. It was originally proposed by Fred Davis in 1986 (Davis, 1989) and has since been refined and expanded. The model suggests that when users are presented with a new technology, their decision about how and when they will use it is influenced primarily by their perception of its usefulness and ease of use for various applications (Momani, 2020). There are five main components of this theory (Markiyan & Papagiannidis, 2021), here below are the components of Technology Acceptance Model

specifically for educational context in Speaking practice:

### **1. Perceived Usefulness (PU)**

Perceived usefulness refers to the extent to which a user believes that using a particular technology will enhance their performance. In the context of learning speaking, this could relate to whether students believe that using a specific technology, such as AI or social media platforms, will improve their speaking abilities, pronunciation, fluency, or overall language proficiency.

### **2. Perceived Ease of Use (PEOU)**

Perceived ease of use is the degree to which a user believes that using the technology will be free of effort. This construct reflects whether students find the technology user-friendly and easy to integrate into their learning routine.

### **3. Attitude Toward Use (ATU)**

This construct refers to the user's overall affective reaction to using a particular technology. It encompasses their feelings and attitudes, whether positive or negative, toward the technology in question.

### **4. Behavioural Intention to Use (BI)**

This component looks at how likely students are to continue using the technology in the future. It is a strong predictor of whether they will actually use the technology

### **5. Actual System Use (ASU)**

Actual system use measures how frequently and to what extent users are utilizing the technology. This construct moves beyond intentions and

attitudes to assess actual engagement with the technology.

(Zaineldeen et al., 2020) stated the Technology Acceptance Model (TAM) has gained significant popularity among researchers and is considered one of the most effective models, in the context of education, particularly in electronic and mobile learning, the TAM proves to be highly useful. Furthermore, TAM and its various model development serve as a reliable framework for evaluating a wide range of learning technologies (Granić & Marangunić, 2019).

Method

This study is a quantitative descriptive research conducted using a survey method. The research was carried out at Universitas Sulawesi Barat with students from the class of 2023, comprising a population of 114 students in July 2024. The sample for this study consists of 25 students selected using a convenience sampling technique. The research was conducted by distributing questionnaires to determine the impact of implementing an AI and social media-based approach in teaching speaking for tourism to the students of the University of West Sulawesi. The distributed questionnaire includes 10 items based

on the Technology Acceptance Model by Davis, which consists of five components: Perceived Usefulness, Perceived Ease of Use, Attitude Toward Use, Behavioral Intention to Use and Actual System Use, with each component represented by two questionnaire statements. In order to measure questionnaire statement, this study employed four-point category of likert scale which consist of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire data were then quantitatively processed to determine the impact of using AI and social media on improving English speaking skills for tourism among students at Universitas Sulawesi Barat.

Findings:

After conducting the research by distributing questionnaires to assess the impact of implementing AI, specifically the Fully Fluent application, and social media, namely Instagram from the perspectives of Universitas Sulawesi Barat, English Education Study Program students, on practicing their English speaking skills for tourism, the data obtained from the questionnaires are presented in the following table:

Table 1. Data findings from Questionnaire with Technology Acceptance Model Components

No	TAM Component	Item of Questionnaire	SA	A	D	SD	N	Total Score	Mean
1	Perceived Usefulness	Using AI and social media significantly enhances my English speaking skills for tourism	12	12	1	0	25	86	3.44
2		AI and social media platforms are helpful in increasing my pronunciation and fluency	16	8	1	0	25	90	3.6

No	TAM Component	Item of Questionnaire	SA	A	D	SD	N	Total Score	Mean
3	Perceived Ease of Use	AI technology and Social Media has personalized my English Speaking learning experience like for tourism	20	5	0	0	25	95	3.8
4		I find it easy to use AI and social media platforms to practice English speaking.	14	9	2	0	25	90	3.6
5	Attitude toward Use	I feel confident when using AI and social media to improve my English speaking skills for tourism	17	4	3	1	25	77	3.08
6		I enjoy using AI and social media to practice my English speaking	12	13	0	0	25	87	3.48
7	Behavior Intention to Use	I intend to continue using AI and social media for practicing English speaking in the future including for tourism purpose	13	9	3	0	25	85	3.4
8		The use of AI and social media are recommended for improving English speaking skills to students	10	12	3	1	25	83	3.32
9	Actual System Use	I frequently use AI applications and Social Media to practice English speaking for specific purpose like tourism	7	14	4	0	25	78	3.12
10		I spend a significant amount of time each week using AI and social media to improve my English speaking skills.	10	12	3	0	25	81	3.24
MEAN SCORE									3.408

Table 1 above showed the results of questionnaire data which was designed based on Technology Acceptance Model (TAM) to determine how were AI like Fully Fluent and Instagram as Social Media affect students speaking learning experience especially for specific context like tourism at Universitas Sulawesi Barat. As it is seen in the table, each components of Technology Acceptance Model is reflected through two questionnaire items.

To provide a clearer understanding of these results, a scale category based on the mean scores is presented below:

**Table 2.** the category of scale for questionnaire data mean score

No	Scale	Category
1	1-1.74	Very Low
2	1.75 - 2.49	Low
3	2.50 - 3.24	High
4	3.25 - 4	Very High

The first component Perceived Usefulness of the Technology Acceptance Model (TAM) examined how much students believed that using a technology

like AI and Social Media in this case enhanced their speaking skills for tourism. According to the questionnaire data, the total score obtained was 86, with 12 strongly agreed (48% of students), 12 (48% of students) agreed, 1 (4% of students) disagreed, and none strongly disagreed. The second questionnaire statement about the usefulness of AI and social media in improving pronunciation and fluency also addressed the “perceived usefulness” component of TAM. It revealed that 16 students (64% of students) strongly agreed, 8 (32% of students) agreed, 1 (4% of students) disagreed, and none strongly disagreed with total score of 90. Overall, the average total scores for the two questionnaire items was 88 with average mean score of 3.52. Referring to the mean score category which included in ‘very high’ category, it indicated that the students highly believe one of the impact of AI and social media is that it can improve their speaking ability for tourism context.

The second component of the Technology Acceptance Model assessed how easy and straightforward students found the technology like AI and social media for English-speaking learning and practice in tourism. This was explored through two questionnaire items: one focused on personalization when using AI and social media for practicing English speaking, and the other on the convenience of using these tools specifically for learning English speaking. According to the data, 80% of students (20 out of 25) strongly agreed with the personalization aspect, while 20% (5 students) agreed, with no students disagreeing with 95 as its total score. Regarding the convenience of using AI and social media for English-speaking practice in tourism, 56% of students (14 students) strongly

agreed, 36% (9 students) agreed, 12% (3 students) disagreed, and none strongly disagreed, and the total score obtained was 90. Across both questionnaire items, the average of total score was 92.5 and average mean score was 3.7. From the mean score category, it shows that student perceived AI like Fully Fluent and Social Media Instagram are very practical tools to be used in practicing their English speaking skill for tourism.

The third component of the Technology Acceptance Model (TAM) addresses users’ attitudes toward AI and social media. Two questionnaire items reflected this component: one focused on confidence in improving speaking skills for tourism with AI and social media and it showed that 17 students (68% of students) strongly agreed, 4 students (16% of students) agreed, 3 students (12% of students) disagreed, and 1 student (4% of students) strongly disagreed with 77 as the total score, and the other questionnaire was intended to measure the enjoyment of using these tools for practicing English speaking, it showcased that 12 students (48% of students) strongly agreed, 13 students (52% of students) agreed and none of the students disagreed and strongly disagreed, and 87 for its total score. On average, the total score for both questionnaire for this component, was 82 and the average mean score obtained was 3.28. From the average mean score table, this component falls to ‘very high’ category which indicated that students believed that Fully Fluent and Instagram impact in English practicing for tourism is it can highly increase their confidence and enjoyment in the learning process.

The next component was Behaviour Intention to Use of TAM, it was to look at how likely students are to continue using the technology in the future. There were two questionnaires used to know this, one was intention to use AI and Social Media for English speaking practice for tourism in the future which from the table, it can be seen that 13 students (52% of students) strongly agreed, 9 students (36% of students) agreed, 3 students (12% of students) disagreed, and 0 student strongly disagreed with total score of 85, the other questionnaire was to know whether student would recommend AI and social media to improve and practice English speaking, and the results indicated that 10 students (40% of students) strongly agreed, 12 students (48% of students) agreed, 3 students (12% of students) disagreed, and 1 student (4% of students) strongly disagreed, with 83 as its total score. The average results of total score accumulation was 84, and the average mean score was 3.36. This mean score is categorized in 'very high' which reflected how likely the students to recommend AI and social media in practicing their English in the future and for others.

The last component of TAM referred to Actual System Use which for figuring out the follow up action of the users after the application of AI and social media in English speaking practicing like two items in questionnaire which are, one was about the frequency which showed 7 students (28% of students) responded with strongly agree, 14 students (56% of students) with agree, 4 students (16% of students) with disagree, and 0 student with strongly disagree, and the other one was related to amount of time users utilize the AI and social media for English speaking practicing with 10 students answered strongly agree,

12 (48% of students) with agree, 3 (12% of students) with disagree, and 0 with strongly disagree. From the table, the total score for both items of questionnaire were 78 and 81 for the Actual System Use of the students regarding AI and social media integration in english speaking learning and practice for tourism, thus the average of total score this component was 79.5 with average mean score of 3.18. Based on the mean score category level, the component is in the 'high' category which still indicated that Fully Fluent and Instagram are frequently used for English tourism practice.

To interpret the questionnaire data, the researcher used the mean score calculation method for all the data collected. The average mean score for each TAM component is displayed as follows:

**Table 2.** Mean Score of TAM Components

No	TAM Component	Mean Score
1	Perceived Usefulness	3.52
2	Perceived Ease of Use	3.7
3	Attitude toward Use	3.28
4	Behavior Intention to Use	3.36
5	Actual System Use	3.18
<b>TOTAL AVERAGE MEAN SCORE</b>		<b>3.408</b>

Most of the TAM components in the table above achieved a mean score greater than 3 points. Specifically, 'Perceived Usefulness' scored 3.52, 'Perceived Ease of Use' scored 3.7, 'Attitude Toward Use' scored 3.28, 'Behavioral Intention to Use' scored 3.36, and 'Actual System Use' scored 3.18, resulting in an overall average mean score of 3.408.

After calculating and analyzing the questionnaire data, the researcher observed that the average mean score from the results was 3.408, and referring to Table 3, this score can be classified as “Very High.” Therefore, the use of AI technology and social media in English speaking learning for tourism has had a very positive impact on English Education students at Universitas Sulawesi Barat.

Overall, based on the accumulation of score from 10 questionnaire statements referencing the components of Davis’s Technology Acceptance Model (TAM) the results indicate that the majority of English Education students at Universitas Sulawesi Barat, class of 2023, have experienced a positive impact from the application of technology, such as AI tools like Fully Fluent and social media platforms like Instagram, in the process of learning and practicing English speaking skills in the context of tourism

## Discussion

The findings of this study demonstrate the impact on students of how implementation of AI technologies like Fully Fluent and social media platforms like Instagram to practicing English speaking skills for tourism, with a focus on the components of the Technology Acceptance Model. The results show that ‘Perceived Ease of Use’ achieved the highest mean score among the components, followed by ‘Perceived Usefulness’, ‘Behavioral Intention to Use’, ‘Attitude Toward Use’ and in the last position there was ‘Actual System Use.’ The total mean score was 3.408 which referring to the scale category, it was included into ‘very high’ category and it indicated that the application technology AI Fully

Fluent and Social Media Instagram in practicing English speaking for tourism had given very positive impact to the students of English Education in Universitas Sulawesi Barat.

It is also obtained that “Perceived Ease of Use” is the component with the highest mean score in this study indicates that the participants generally perceive technologies such as Fully Fluent AI and social media platforms like Instagram as easy to use. They consider these technologies to be user-friendly and requiring minimal effort to use effectively for educational purposes. This applies particularly to learning English speaking skills in specific contexts, such as tourism. The results of this study can serve as a reference for integrating technologies like Fully Fluent and Instagram into training students’ English-speaking abilities for specific purposes, such as tourism, as they have been proven to be easy to use based on participants’ responses. This is similar to the study conducted by Salija & Asfah (Salija & Asfah Rahman, 2023) where his study finding also showed ‘Perceived Ease of Use’ as the highest mean score in implementation of AI in English learning.

From the findings, ‘Actual System Use’ receives the lowest mean score in a Technology Acceptance Model (TAM) questionnaire, even though it remains within the “High” category, it suggests several implications. External factors like time constraints or competing priorities might limit usage, even if the system is seen as useful and easy to use. The gap between positive perceptions and lower actual use indicates that favorable attitudes do not always translate into frequent use, highlighting the need for

more motivation or support. This lower score also suggests areas where user engagement and system integration could be further improved.

The findings showed the impact of AI and social media on speaking practice yields a total mean score of 3.408, which falls into the “very high” category, it indicated that participants generally have a very positive perception of using AI Fully Fluent and social media Instagram for enhancing their speaking skills for specific context like tourism. This high score suggests that these technologies were widely accepted and considered effective by users for speaking practice, indicating their strong potential to support language learning in particular context such as tourism. This study findings aligns with research conducted by Zou (Zou et al., 2023), where the findings to know indicate that most participants exhibited positive behavior towards the integration of AI and social media in practicing English speaking skills. In addition, the findings in this study also supported with a study by Nadhifa & Fannil Kher (2022) that showed social media had given positive impact for learning english based on the students perception

The research on utilizing AI and social media as an approach to practice English-speaking skills for tourism in Majene, West Sulawesi, is still very limited. Therefore, this study can serve as a reference or guideline for educators or relevant authorities to use or consider for developing the English language skills of human resources in both education and tourism sector in Majene and hopefully, it will help in maximizing the tourism potential globally. However, this research still has limitations in its

implementation, particularly in the sample size or participants and the variety of instruments used. Future research can use larger sample size and more instruments like test or interview to get a deeper and more comprehensive information.

## Conclusion

The findings of this study indicate that the use of AI tools such as Fully Fluent and social media platforms like Instagram has a significantly positive impact on English Education students at Universitas Sulawesi Barat, particularly in enhancing their English-speaking skills in the context of tourism. The results show that the majority of students find these AI tools and social media platforms practical and easy to use. Moreover, they perceive these tools as beneficial, enjoyable, confidence-boosting in their English usage, and highly recommend them for use in learning. Many of the students also use them frequently especially in learning English, but it is not very significant based on the category scale.

The integration of AI and social media, in this case, Fully Fluent and Instagram, to practice English-speaking skills in the context of tourism, is an effort to engage in maximizing the global potential of Majene’s tourism. Through this study, the researchers are able to demonstrate the positive impact of involving technology such as AI and social media in developing human resource skills, particularly English-speaking skills, for the education and tourism sectors. This is expected to enhance their international communication abilities and promote the attractive tourist destinations in Majene, West Sulawesi.

This study specifically examined the impact of AI and social media on practicing English speaking skills among English Education students at Universitas Sulawesi Barat, with a focus on technology acceptance for speaking practice. However, there are several other areas that warrant further exploration, such as the potential disadvantages or challenges associated with using these technologies, as well as their impact on other English language skills, which could be investigated using a broader range of instruments and samples.

The findings of this research has proven to show the impact of the Artificial intelligence Fully Fluent and Social Media Instagram on English speaking practice for tourism context in Majene from students perspective with Technologies Acceptance Model (TAM), indicating that technologies integration such as Fully Fluent and Instagram are recommended for English Tourism practice especially for optimizing human resources of tourism sector in Majene.

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