EFL STUDENTS' PERCEPTIONS OF AI BASED TOOLS FOR SPEAKING PRACTICE: A MIXED METHODS STUDY

THESIS

This Thesis is submitted to fulfill the requirement for the "Sarjana" degree in

English Language Education

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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga Ibu senantiasa dalam kesehatan dan lindungan Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Muhammad Razieq (22551033)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"EFL STUDENTS' PERCEPTIONS OF AI BASED TOOLS FOR SPEAKING PRACTICE: A MIXED METHODS STUDY"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, besar harapan kami agar Ibu dapat menyetujui hal ini. Terima kasih.

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PREFACE

All praise and gratitude are due to Allah SWT, the Most Gracious and the Most Merciful, for His blessings, guidance, and strength, which have enabled the researcher to complete this thesis. This work is submitted to fulfill the requirement for the "Sarjana" degree in English Language Education.

This study delves into the dynamics of Artificial Intelligence integration in English language learning, specifically focusing on EFL students' perceptions of AI-based tools for speaking practice. It examines the types of AI tools students use, their perceptions, and the perceived benefits and challenges they encounter. Additionally, this study maps the tool-specific benefits and challenges, providing a nuanced understanding of how different AI tools support. By uncovering these interconnected dimensions, this study offers a comprehensive view of the modern EFL speaking landscape, where digital tools are increasingly reshaping traditional learning behaviors.

Although there is still room for improvement in the analysis presented here, given the rapidly evolving nature of AI technology, it is believed that further research holds significant potential to build upon these findings and address emerging challenges. The researcher sincerely hopes this study proves useful and serves as a valuable reference for students, educators, and researchers interested in the intersection of artificial intelligence, speaking skills, and language education.

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Thank you.

Muhammad Razieq

MOTTO

"it’s never too late to start."

—Muhammad Razieq

ABSTRACT

Muhammad Razieq : EFL Students' Perceptions of AI based Tools for Speaking Practice: A Mixed Methods Study.
Advisor : Dr. Prihantoro M.Pd
Co-Advisor : Melli Kusmaningrum M.Pd

The integration of Artificial Intelligence (AI) into English as a Foreign Language (EFL) instruction offers new opportunities for speaking practice, yet how students in regional Indonesian contexts perceive these tools remains underexplored; employing a sequential explanatory mixed-methods design, this study involved 42 eighth-semester students from the English Tadris Study Program at IAIN Curup who completed a questionnaire on their patterns of AI use, general perceptions, and perceived benefits and challenges, followed by semi-structured interviews with six students selected through extreme case sampling to elaborate on the questionnaire findings. The results reveal that students utilize a diverse range of tools, most notably Duolingo speaking exercises (50.0%), ChatGPT voice/conversation mode (45.2%), and Google Translate voice input (40.5%), and generally hold positive perceptions (overall mean = 3.76), particularly valuing ease of use and expressing strong behavioral intention to continue using them, although perceived usefulness scored relatively lower; while students highlighted benefits such as flexibility, pronunciation support, and enhanced learner autonomy, significant challenges persisted, including speech recognition inaccuracies, limited access due to paid features, and the inability of AI to fully replace human interaction. The study further provides a nuanced tool-specific mapping, revealing that students strategically combine different AI platforms for distinct purposes, which underscores the need for critical AI literacy and pedagogical guidance to maximize benefits while mitigating challenges, ultimately contributing empirical insights from an Indonesian regional university context and validating the Technology Acceptance Model in the domain of AI-based speaking tools.

Keywords: Artificial Intelligence, EFL Students, Perceptions, Speaking Practice, Mixed Methods Research

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CHAPTER I

INTRODUCTION

This chapter presents the introductory foundation of the study. It begins with the research background, which explains the rationale for investigating EFL students' perceptions of AI based tools for speaking practice. It is followed by the research question that guides the direction of the study, the objective of the research, and the delimitation of the research, which specifies the scope and boundaries of the investigation. This chapter also discusses the significance of the research for students, teachers, and future researchers, and concludes with the operational definition of key terms used throughout the study to ensure a shared understanding of the core concepts.

A. Research Background

In today's digital era, rapid advancements in technology have significantly reshaped the landscape of education worldwide, with Artificial Intelligence (AI) emerging as one of the most transformative developments in how students learn and teachers instruct. Within English as a Foreign Language (EFL) instruction, this shift has been particularly notable in the teaching of speaking, one of the most demanding language skills for learners to master. To address the persistent challenges learners face in developing this skill, AI powered tools such as speech recognition systems, real time pronunciation feedback, and intelligent conversational tutors are being increasingly adopted to facilitate independent speaking practice.[1]

[1] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed. (London: Pearson Education, 2010).

Artificial Intelligence in education refers to computer systems capable of performing tasks that typically require human intelligence, such as speech recognition, decision making, and problem solving.[2] In language learning specifically, this includes voice recognition platforms, automated pronunciation assessment software, and interactive chatbots that simulate speaking practice.[3] Speaking itself is defined as the productive oral skill of producing comprehensible speech appropriate to the communicative situation,[4] and it plays a vital role in enabling learners to engage in real life communication and academic discourse. However, many Indonesian students face persistent obstacles in developing this skill, including limited exposure to authentic English speaking environments, high levels of speaking anxiety, and insufficient individualized feedback in traditional classrooms.[5] AI based tools present a potential solution by offering repeated, personalized practice with instant feedback, making it essential to understand how students perceive the effectiveness and usability of such tools.

This research addresses a gap in the literature concerning how EFL students in regional Indonesian institutions, particularly IAIN Curup, perceive the adoption of AI for speaking practice. It is expected to provide empirical evidence to inform curriculum designers, instructors, and application developers, and to extend the application of the Technology

[2] Rosemary Luckin, Wayne Holmes, Mark Griffiths, and Laurie B. Forcier, *Intelligence Unleashed: An Argument for AI in Education* (London: Pearson Education, 2016).

[3] Bin Zou, Y. Du, Z. Wang, J. Chen, and W. Zhang, "An Investigation into Artificial Intelligence Speech Evaluation Programs with Automatic Feedback for Developing EFL Learners' Speaking Skills," *SAGE Open* 13, no. 3 (2023): 1–15.

[4] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (New York: Pearson Longman, 2007).

[5] L. A. Nuraini, "The Students' Anxiety in Learning English Speaking: A Case Study at a Senior High School in Indonesia," *ELTIN Journal* 8, no. 1 (2020): 1–11.

Acceptance Model (TAM) to a new educational and cultural context.[6] Prior to the main study, a preliminary review of relevant literature and previously validated questionnaires was conducted with sixth and eighth semester students of the English Tadris Study Program who had experience using AI tools such as Google Speech, ELSA Speak, and ChatGPT. The pilot findings on students' attitudes, perceived benefits (e.g., flexibility, instant feedback, reduced anxiety), and perceived challenges (e.g., limited spontaneity, accuracy issues, interface difficulties) were used to refine the wording and structure of the questionnaire and interview instruments employed in the full scale study.

Several prior studies have examined EFL learners' perceptions of AI in language learning. Benek found that EFL learners generally perceived AI powered language learning technologies positively, considering them beneficial for enhancing their linguistic proficiency.[7] Amin reported that students held a favorable perception of AI text to speech applications for pronunciation practice, finding them effective, user friendly, and conducive to autonomous learning.[8] Zou et al. showed that an AI speech evaluation system meaningfully supported EFL learners' speaking development, although challenges such as limited recognition accuracy and shallow feedback

[6] Bin Zou et al., "Exploring EFL Learners' Perceived Promise and Limitations of Using an Artificial Intelligence Speech Evaluation System for Speaking Practice," *System* 126 (2024): 103497.

[7] Klaudia Benek, "EFL Learners' and Teachers' Perceptions of AI-Powered Language Learning Technologies: Benefits and Challenges," *International Journal of Instruction* 18, no. 2 (2025): 103–120.

[8] E. A. Amin, "EFL Students' Perception of Using AI Text-to-Speech Apps in Learning Pronunciation," *Migration Letters* 21, no. 3 (2024): 887–903.

remained.[9] Vo and Nguyen found that students responded favorably to ChatGPT's usability and enjoyed using it, but held more neutral views regarding its impact on speaking and listening skills specifically.[10] Most recently, Liu et al. found that an AI speaking assessment tool was seen as useful and confidence boosting, particularly for structured speaking tasks, although feedback for spontaneous speech remained limited.[11] Taken together, these studies indicate that while AI tools are generally well received, most prior research has addressed the four language skills broadly rather than focusing specifically on speaking.

Building on this gap, the present study adopts an explanatory sequential mixed methods design to investigate the perceptions of students in the English Tadris Study Program of IAIN Curup regarding the use of AI based tools for speaking practice, to identify the types of tools they use, and to map the perceived benefits and challenges associated with each tool. Quantitative data are collected through a structured questionnaire to measure students' perceptions numerically, while qualitative data are obtained through semi structured interviews to explore their experiences in greater depth.

This study is expected to enhance understanding of how students' perceptions of AI based tools shape their speaking development, including pronunciation, fluency, and confidence, while also highlighting persistent

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[9] Zou et al., "Exploring EFL Learners' Perceived Promise and Limitations," 103497.

[10] T. K. A. Vo and H. Nguyen, "Generative Artificial Intelligence and ChatGPT in Language Learning: EFL Students' Perceptions of Technology Acceptance," *Journal of University Teaching and Learning Practice* 21, no. 6 (2024): 199–218.

[11] Xu Jared Liu, Jingwen Wang, and Bin Zou, "Evaluating an AI Speaking Assessment Tool: Score Accuracy, Perceived Validity, and Oral Peer Feedback as Feedback Enhancement," *Journal of English for Academic Purposes* 75 (2025): 101505.

challenges such as limited AI functionality and inaccuracies in speech recognition. Beyond informing the integration of AI technologies into English language pedagogy, the resulting tool specific mapping of benefits and challenges is expected to assist application developers and lay a foundation for future research on the long term effects of AI on students' speaking skills.

Based on the aforementioned phenomena and problems above, the researcher is motivated to investigate ***EFL Students' Perceptions of AI based Tools for Speaking Practice: A Mixed methods Study.***

B. Research Questions

1. What types of AI based tools are used by EFL students for speaking practice?
2. What are EFL students' perceptions of using AI based tools for speaking practice?
3. What are the perceived benefits and challenges of using AI based tools for speaking practice?

C. The Objectives of The Research

Corresponding to the research questions formulated above, the objectives of this study are as follows:

1. To identify the types of AI based tools used by EFL students for speaking practice at the English Tadris Study Program of IAIN Curup.
2. To investigate EFL students' perceptions of using AI based tools for speaking practice at the English Tadris Study Program of IAIN Curup.

3. To map the perceived benefits and challenges of AI based tools for speaking practice, particularly in relation to the specific types of tools used by students at the English Tadris Study Program of IAIN Curup.

D. Delimitation of The Research

This study is delimited to EFL undergraduate students who are currently in the eighth semesters of their study program. These students are selected because they are expected to have adequate experience in academic English learning and prior exposure to AI based tools for speaking practice.

The study focuses solely on students' perceptions of using AI based tools for speaking practice, particularly regarding the perceived benefits and challenges. It does not investigate the effectiveness of AI based tools in improving speaking performance, nor does it compare different instructional methods This study employs a mixed methods research design combining quantitative and qualitative approaches. Quantitative data are collected using a structured questionnaire, while qualitative data are obtained through semi structured interviews to provide deeper understanding of students' perceptions.

In addition, this study identifies the types of AI based tools used by students and maps the perceived benefits and challenges of each tool. However, this study does not measure the actual effectiveness of each AI tool in improving students' speaking performance, nor does it compare the tools through experimental procedures.

E. Significance of The Research

Theoretically, this study contributes to the literature on AI in language education by integrating patterns of AI tool use, general perceptions (grounded in the Technology Acceptance Model), and tool-specific benefits and challenges into a single analytical framework. It addresses a methodological gap through its explanatory sequential mixed-methods design, which combines statistical patterns with in-depth qualitative explanations. Furthermore, it offers an Indonesian EFL-specific account of how students perceive AI tools for speaking practice, particularly by distinguishing between broad attitudes toward AI and concrete, tool-specific outcomes, while also extending the application of TAM into the domain of voice-based speaking tools.

Practically, the findings can help students become more aware of their AI usage patterns and select tools more strategically for different speaking sub-skills (e.g., pronunciation, fluency, or idea preparation). They provide lecturers an empirical basis for recommending specific AI tools and guiding students in critically evaluating AI-generated feedback while maintaining independent speaking practice. Additionally, the findings can inform the English Tadris Study Program and IAIN Curup in developing institutional guidelines that address technical infrastructure, ethical AI use, and the integration of AI literacy into the curriculum.

Furthermore, this study can serve as a reference for future researchers investigating AI-assisted speaking development in other contexts, particularly through longitudinal designs, larger and more diverse samples, or

experimental approaches that complement self-reported perceptions with objective measures of speaking performance.

F. Operational Definition of Key Terms

1. AI based Tools: Digital applications or platforms that utilize artificial intelligence technologies, such as speech recognition and automated feedback systems, to facilitate speaking practice.
2. Speaking Practice: Activities conducted through AI based tools that require students to produce spoken English and receive automated feedback related to pronunciation, fluency, or accuracy.
3. Students' Perceptions: Students' views, opinions, and attitudes toward the use of AI based tools for speaking practice, measured quantitatively through responses to a Likert scale structured questionnaire focusing on perceived benefits and challenges.
4. Types of AI based Tools: Digital applications or platforms used by students for speaking practice, such as AI pronunciation tools, speech recognition tools, AI chatbots, or AI speaking assessment tools
5. Tool Specific Benefits and Challenges: Students' perceived advantages and difficulties related to each AI based tool they use for speaking practice, such as feedback quality, ease of use, pronunciation support, fluency practice, technical problems, accuracy issues, and limited human interaction.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical foundation and empirical background of the study. It is divided into two main sections: Review of Related Theories and Review of Related Findings. The theoretical section discusses the key concepts underlying this research, including speaking skills, artificial intelligence in education, AI based tools for speaking practice, students' perceptions, the Technology Acceptance Model (TAM), and the perceived benefits and challenges of AI based tools. The empirical section reviews previous studies relevant to the three research questions of this study.

A. REVIEW OF RELATED THEORIES

1. Speaking Skills

a. Definition of Speaking

Speaking is one of the four fundamental language skills and plays a crucial role in enabling learners to communicate ideas, thoughts, and feelings orally. Brown defines speaking as the productive oral skill involving the ability to produce comprehensible speech that is appropriate to the communicative situation. Similarly,[12] Richards and Schmidt describe speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information in real time.[13]

[12] Brown, *Teaching by Principles*, 45.
[13] Richards and Schmidt, *Longman Dictionary*, 20.

In the context of language learning, speaking is often considered the most important yet the most challenging skill to develop. This is because speaking requires learners to produce language actively and spontaneously while simultaneously managing pronunciation, grammar, vocabulary, and fluency.[14] Unlike reading or writing, speaking occurs in real time and does not allow learners to plan, revise, or edit their utterances before they are produced.

b. Components of Speaking

Speaking proficiency involves several interconnected components that learners must master to communicate effectively. According to Brown and Richards and Renandya, the key components of speaking include:[15]

1) Pronunciation

Pronunciation refers to the ability to produce speech sounds clearly and accurately so that listeners can understand the speaker. It involves individual sounds (phonemes), word stress, sentence stress, rhythm, and intonation. In EFL contexts, pronunciation is often one of the most difficult aspects for learners to master due to differences between the target language and the learners' native language sound systems.

2) Fluency

[14] David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (New York: Prentice Hall, 1991), 25.

[15] Brown, *Teaching by Principles*, 48–52; Jack C. Richards and Willy A. Renandya, eds., *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 68.

Fluency is the ability to speak smoothly, naturally, and without excessive hesitation or unnatural pauses. A fluent speaker can maintain a conversation and express ideas without struggling to find words or phrases. Fluency develops through consistent practice and exposure to the target language.

3) Accuracy

Accuracy refers to the ability to use correct grammar, vocabulary, and pronunciation in spoken language. While fluency focuses on the smoothness of speech, accuracy focuses on the correctness of language use. Learners often struggle to balance fluency and accuracy, as focusing too much on accuracy can interrupt the flow of speech, while focusing too much on fluency can lead to errors.

4) Grammar

Grammatical competence is essential for producing clear and comprehensible spoken language. Learners need to understand and apply grammatical rules, including verb tenses, word order, and sentence structures, to convey meaning accurately.

5) Vocabulary

A rich vocabulary enables learners to express their ideas precisely and appropriately. Limited vocabulary can hinder speaking

ability, as learners may struggle to find the right words to convey their meaning.[16]

c. Challenges in Developing Speaking Skills

EFL learners commonly face various challenges in developing their speaking skills. Mudawy identifies several factors that contribute to speaking difficulties among EFL learners:[17]

1) Limited Exposure

In EFL contexts, learners often have limited opportunities to use English outside the classroom. Unlike in ESL (English as a Second Language) contexts where learners are surrounded by the target language, EFL learners are typically exposed to English only during class hours. This limited exposure restricts their opportunities to practice and develop their speaking skills.

2) Speaking Anxiety

Many EFL learners experience speaking anxiety, which is characterized by fear, nervousness, and apprehension when speaking in English. This anxiety can be triggered by fear of making mistakes, fear of negative evaluation by teachers or peers, and lack of confidence in one's speaking ability.[18] Learners who experience high levels of speaking anxiety may avoid speaking opportunities, which further limits their practice.

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[16] Scott Thornbury, *How to Teach Vocabulary* (Harlow: Pearson Education, 2002), 45.

[17] Ahmed M. Mudawy, "The Impact of Artificial Intelligence Tools on EFL Learners' Speaking Skills," *International Journal of Basic and Applied Sciences* 7, no. 1 (2025): 589–598.

[18] Nuraini, "The Students' Anxiety," 1–11.

3) Fear of Making Mistakes

EFL learners often fear making grammatical or pronunciation errors when speaking. This fear can lead to avoidance behaviors, such as speaking as little as possible or resorting to silence. Learners may prefer to speak only when they are certain they will speak correctly, which restricts their willingness to communicate.[19]

4) Lack of Confidence

Confidence plays a significant role in speaking development. Learners who lack confidence in their speaking ability may be reluctant to speak English, even when they have the linguistic knowledge to do so. This lack of confidence can perpetuate a cycle where limited speaking practice leads to slower progress, which further undermines confidence.[20]

5) Insufficient Feedback

In traditional classrooms, teachers may not have sufficient time to provide individual feedback on each student's speaking performance. This lack of personalized feedback can prevent learners from recognizing and correcting their errors, thereby hindering their progress.

d. Speaking in EFL Contexts

In EFL contexts, speaking is often taught through classroom activities such as dialogues, role plays, discussions, and presentations.

[19] Zoltán Dörnyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition* (Mahwah, NJ: Lawrence Erlbaum Associates, 2005), 102.

[20] Thornbury, *How to Teach Vocabulary*, 50.

However, these activities may not provide sufficient opportunities for meaningful practice due to limited class time, large class sizes, and a focus on other language skills.[21] As a result, many EFL learners struggle to achieve communicative competence in speaking.

Given these challenges, there is a growing need for alternative learning supports that can provide additional opportunities for speaking practice beyond the classroom. Technology enhanced learning, particularly the use of AI based tools, has been explored as a means to support EFL learners in practicing speaking more frequently and confidently.[22] Understanding the nature of speaking skills and the challenges EFL learners face provides the essential foundation for examining students' perceptions of AI based tools for speaking practice.

2. Artificial Intelligence (AI) in Education

a. Definition of Artificial Intelligence

Artificial Intelligence (AI) refers to the capability of computer systems to perform tasks that normally require human intelligence, such as learning, reasoning, problem solving, and language processing. Luckin et al. define AI as the simulation of human intelligence processes by machines, especially computer systems.[23] These processes include learning (the acquisition of information and

[21] Nunan, *Language Teaching Methodology*, 30.
[22] Zou et al., "An Investigation," 1–15.
[23] Luckin, Holmes, Griffiths, and Forcier, *Intelligence Unleashed*, 15.

rules for using the information), reasoning (using rules to reach approximate or definite conclusions), and self correction.

In educational contexts, AI is designed to simulate intelligent behavior to support teaching and learning processes. The integration of AI in education has expanded rapidly due to its ability to provide adaptive, interactive, and personalized learning experiences.[24] AI can analyze vast amounts of data, identify patterns, and provide personalized recommendations, making it a powerful tool for enhancing educational outcomes.

b. AI in Language Learning

In language learning, AI is commonly applied through tools such as speech recognition systems, conversational agents, chatbots, automated feedback systems, and intelligent tutoring systems. These AI driven technologies enable learners to interact with language input and output in ways that resemble human communication.[25]

AI has gained increasing attention as a potential solution to challenges related to limited exposure and practice opportunities in EFL learning. EFL learners often lack sufficient interaction in English, especially for speaking practice. AI based language learning tools provide learners with opportunities to practice speaking independently, allowing repeated practice without fear of negative

[24] Zou et al., "An Investigation," 1.
[25] Zou et al., "An Investigation," 3.

evaluation.[26] This feature is particularly beneficial for learners who experience anxiety or lack confidence in oral communication.

Recent studies have highlighted that learners' acceptance of AI in language learning depends largely on their awareness, familiarity, and perceptions of AI technologies. When learners understand how AI tools function and perceive them as useful and supportive, they are more likely to engage actively in learning activities.[27] Conversely, limited awareness or negative perceptions may reduce learners' willingness to use AI based tools.

c. Benefits of AI in Education

The integration of AI in education offers several benefits. Holms et al. identify the following advantages of AI in educational contexts:[28]

1) Personalization

AI can analyze individual learner data to provide personalized learning experiences that match learners' needs, preferences, and proficiency levels. This personalization can enhance learning outcomes by addressing specific areas of difficulty.\

2) Immediate Feedback

[26] Turki A. Binmahboob, "Exploring Saudi EFL Students' Perceptions and Awareness of Artificial Intelligence in Language Learning," *Journal of Research in Language Teaching* 4, no. 2 (2024): 45–60.

[27] Zou et al., "Exploring EFL Learners' Perceived Promise and Limitations," 103497.

[28] Wayne Holmes, Maya Bialik, and Charles Fadel, *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning* (Boston: Center for Curriculum Redesign, 2019), 23.

AI tools can provide instant feedback on learners' performance, enabling them to identify and correct errors in real time. This immediate feedback is particularly valuable for language learning, where timely correction is essential for skill development.

3) **Flexibility**

AI tools are accessible anytime and anywhere, allowing learners to practice at their convenience. This flexibility supports self directed learning and allows learners to integrate practice into their daily routines.

4) **Scalability**

AI tools can support large numbers of learners simultaneously, making them cost effective solutions for educational institutions. This scalability is particularly valuable in contexts where teacher resources are limited.

5) **Engagement**

AI tools can incorporate gamification, interactive activities, and multimedia elements to make learning more engaging and enjoyable. This engagement can motivate learners to practice more regularly.

d. Limitations of AI in Education

Despite its benefits, AI also has limitations in educational contexts. Holmes et al. identify several concerns:[29]

1) **Lack of Human Interaction**

   AI tools cannot fully replicate the social, emotional, and contextual aspects of human interaction. Language learning involves not only linguistic knowledge but also social norms, cultural understanding, and emotional intelligence, which AI may not adequately address.

2) **Accuracy Issues**

   AI systems may not always provide accurate feedback, particularly when dealing with non native accents, complex language structures, or ambiguous inputs. Inaccurate feedback can confuse learners and hinder their progress.

3) **Access and Equity**

   Access to AI tools may be limited by factors such as internet connectivity, device availability, and cost. In developing countries or regional areas, these barriers may prevent learners from benefiting from AI technologies.

4) **Ethical Concerns**

   The use of AI in education raises ethical concerns related to data privacy, algorithmic bias, and the potential for over reliance on

[29] Holmes, Bialik, and Fadel, *Artificial Intelligence in Education*, 45.

technology. Educators and institutions must address these concerns to ensure responsible use of AI.

3. AI based Tools for Speaking Practice

a. Definition and Functions

AI based tools for speaking practice refer to digital applications or platforms that utilize artificial intelligence technologies to support learners in developing oral communication skills. In EFL learning contexts, these tools commonly include features such as speech recognition, automated scoring, conversational agents, and instant feedback mechanisms.[30]

One important function of AI based tools is to provide additional opportunities for oral practice beyond the classroom. In many EFL contexts, students often have limited opportunities to use English in real communication because classroom time is limited and English is not commonly used in daily interaction.[31] AI based speaking tools can address this limitation by allowing learners to practice speaking repeatedly, flexibly, and independently. These tools may function as supplementary learning resources that support students' speaking practice outside formal classroom instruction.

Another significant function is the provision of immediate and automated feedback. Through speech recognition and automated assessment systems, AI tools may provide responses related to

[30] Zou et al., "An Investigation," 2.
[31] Mudawy, "The Impact of Artificial Intelligence Tools," 591.

pronunciation, fluency, accuracy, or clarity of spoken language.[32] This feedback can help learners notice speaking errors and reflect on their performance during practice. However, the usefulness of automated feedback depends on the accuracy of the system and the way students interpret the feedback provided by the tool.

AI based tools also support a more flexible and learner centered approach to speaking practice. Students can control the time, frequency, and pace of their practice according to their own learning needs.[33] This flexibility may encourage learner autonomy because students are not fully dependent on classroom activities or teacher feedback.

b. Types of AI based Tools for Speaking Practice

AI based tools for speaking practice can be classified into several types based on their main functions in supporting oral language learning. Although these tools are generally designed to assist students in practicing speaking, each type may provide different forms of support.[34]

1) Pronunciation Focused Tools

[32] Zou et al., "An Investigation," 5.

[33] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 50.

[34] W. Sun, "The Impact of Automatic Speech Recognition Technology on Second Language Pronunciation and Speaking Skills of EFL Learners: A Mixed Methods Investigation," *Frontiers in Psychology* 14 (2023): 1210187; Zou et al., "Exploring EFL Learners," 103497; E. A. Amin, "EFL Students' Perception of Using AI Text-to-Speech Apps in Learning Pronunciation," *Migration Letters* 21, no. 3 (2024): 887–903.

These tools are specifically designed to support learners in improving pronunciation, intonation, and speaking accuracy. They provide automated feedback on pronunciation errors and allow learners to repeat words, phrases, or sentences until they achieve better accuracy. In EFL contexts, pronunciation focused tools may be beneficial because students often need repeated practice and immediate correction. However, the feedback provided by these tools may not always explain errors in detail, and students may still need teacher guidance to understand how to improve their pronunciation effectively. Examples include ELSA Speak, which uses speech recognition technology to identify pronunciation errors and provide targeted feedback.[35]

2) Speech Recognition Tools

These tools use speech recognition technology to detect and process learners' spoken input. In speaking practice, speech recognition tools may help students check whether their pronunciation can be recognized accurately by the system. This type of tool is useful for pronunciation awareness because students can compare what they say with how the system interprets their speech. However, speech recognition tools may also create challenges when the system fails to recognize certain

[35] Amin, "EFL Students' Perception," 890.

accents, pronunciation patterns, or unclear speech.[36] Examples include Google Speech Recognition and Voice Typing, which transcribe spoken input into text.

3) AI Chatbot and Conversational Tools

These tools allow learners to interact with AI generated responses through text or voice based communication. In speaking practice, chatbot based tools may support students by providing conversation topics, dialogue models, speaking prompts, vocabulary suggestions, and opportunities to prepare oral responses.[37] Tools such as ChatGPT and Gemini may help students generate ideas, practice conversation patterns, and reduce anxiety before speaking. However, chatbot tools may not always provide direct pronunciation assessment, and the interaction may not fully represent authentic human communication.

4) Text to Speech Tools

These tools convert written text into spoken language and provide pronunciation models that students can imitate. In EFL speaking practice, text to speech tools may help learners listen to correct pronunciation, stress, and intonation before producing their own spoken output.[38] These tools can be useful for independent practice, especially when students need models of pronunciation. However, they may provide limited interaction

[36] Sun, "The Impact of Automatic Speech Recognition Technology," 3.
[37] Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 199–218.
[38] Amin, "EFL Students' Perception," 893.

because students mostly listen and imitate rather than engage in real communication.

5) AI based Speaking Assessment Tools

These tools are designed to evaluate learners' speaking performance using automated scoring or feedback systems. They may assess aspects such as pronunciation, fluency, accuracy, and overall speaking performance.[39] AI based speaking assessment tools can provide immediate responses that help learners reflect on their speaking ability. However, previous studies also show that students may question the accuracy, fairness, and completeness of automated assessment, especially when the speaking task involves spontaneous or complex oral production.[40]

4. Students' Perceptions

a. Definition of Perception

Perception refers to the cognitive and evaluative judgments formed by individuals based on their experiences in learning activities. In educational contexts, perception can be understood as the way students interpret, understand, and evaluate instructional practices, learning environments, and learning tools. These perceptions are important because they may influence students' attitudes, motivation, engagement, and willingness to participate in learning activities.[41]

[39] Liu, Wang, and Zou, "Evaluating an AI Speaking Assessment Tool," 101505.
[40] Zou et al., "Exploring EFL Learners," 103497.
[41] Richards and Schmidt, *Longman Dictionary*, 24.

In language learning, students' perceptions are shaped by their interaction with learning materials, classroom activities, teachers, peers, and technological tools.[42] Learners may develop different perceptions toward the same learning tool depending on their previous experiences, learning needs, familiarity with technology, and expectations of the tool. When students perceive a learning tool as useful, accessible, and supportive, they are more likely to engage with it positively. Conversely, when they perceive a tool as difficult, inaccurate, or irrelevant to their learning needs, their willingness to use the tool may decrease.

b. The Process of Perception

Students' perceptions are formed through a process that involves experience, interpretation, and evaluation.[43] In the first stage, learners are exposed to a particular learning experience or tool. In this study, the experience refers to students' use of AI based tools for speaking practice, such as practicing pronunciation, interacting with AI chatbots, using speech recognition, or receiving automated feedback.

In the second stage, students interpret their experiences based on their learning needs, expectations, and previous knowledge. For instance, students may interpret automated feedback as helpful if it helps them identify pronunciation errors. However, they may interpret the same feedback as confusing if it is unclear, inaccurate, or too

[42] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 48.
[43] Brown, *Teaching by Principles*, 46.

general.[44] This interpretation stage explains why students may respond differently to the same AI based tool.

In the final stage, students evaluate the value of the tool for their learning. They may decide whether the tool is useful, easy to use, motivating, reliable, or challenging. These evaluations form students' perceptions and may influence their willingness to continue using AI based tools for speaking practice.[45]

c. Factors Influencing Students' Perceptions

Several factors influence students' perceptions of learning tools, including:

1) Perceived Usefulness

Students are more likely to perceive a tool positively if they believe it helps them achieve their learning goals. Perceived usefulness is a key determinant of technology acceptance.[46]

2) Perceived Ease of Use

Students are more likely to adopt a tool if they find it easy to operate and learn. Difficulty in using a tool can create negative perceptions regardless of its potential benefits.[47]

3) Familiarity with Technology

[44] Zou et al., "Exploring EFL Learners," 103497.
[45] Fred D. Davis, "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology," *MIS Quarterly* 13, no. 3 (1989): 319–340.
[46] Davis, "Perceived Usefulness," 320.
[47] Davis, "Perceived Usefulness," 322.

Students who are familiar with technology in general may find it easier to adopt new AI tools and may perceive them more positively.[48]

4) Previous Experience

Students' prior experience with similar tools can shape their expectations and perceptions. Positive previous experiences may lead to favorable perceptions, while negative experiences may create skepticism.[49]

5) Learning Needs

The extent to which a tool meets students' specific learning needs influences their perceptions. If students feel that a tool addresses their weaknesses or supports their goals, they are more likely to perceive it positively.[50]

d. Perception of Technology in Education

In technology enhanced language learning, students' perceptions refer to learners' evaluations of how digital tools support their language learning process. These evaluations may include whether the tools are easy to use, useful for learning, enjoyable, accessible, and relevant to students' learning goals.[51] In EFL contexts, such perceptions are especially significant because learners often depend on additional learning support outside the classroom to improve their language skills.

[48] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 50.
[49] Zou et al., "Exploring EFL Learners," 103497.
[50] Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 205.
[51] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 52.

AI based tools may influence students' perceptions in different ways. For example, students may perceive AI tools positively when the tools provide immediate feedback, flexible practice opportunities, and a low pressure environment for speaking.[52] These features may encourage students to practice more frequently and independently. However, students may also develop negative perceptions when they experience technical problems, inaccurate feedback, limited interaction, or difficulty understanding how to use the tools effectively.

5. Technology Acceptance Model (TAM)

a. Overview of TAM

The Technology Acceptance Model (TAM), proposed by Davis, is one of the most widely used theoretical frameworks for understanding and predicting users' acceptance of technology.[53] According to TAM, users' acceptance of technology is determined by two primary factors: perceived usefulness and perceived ease of use. These two factors influence users' attitudes toward using the technology, which in turn influences their behavioral intention to use it.

Davis defines perceived usefulness as *"the degree to which a person believes that using a particular system would enhance his or her job performance."*[54] In the context of language learning, perceived usefulness refers to the extent to which students believe that AI based tools can enhance their speaking ability and learning outcomes.

[52] Zou et al., "Exploring EFL Learners," 103497.
[53] Davis, "Perceived Usefulness," 319.
[54] Davis, "Perceived Usefulness," 320.

Perceived ease of use is defined as *"the degree to which a person believes that using a particular system would be free of effort".*[55] In the context of language learning, perceived ease of use refers to how easy students find it to learn and operate AI based tools for speaking practice.

b. Perceived Usefulness

Perceived usefulness is a key determinant of technology adoption. Studies have shown that users are more likely to accept and continue using a technology if they perceive it as useful for achieving their goals.[56] In the context of AI based tools for speaking practice, perceived usefulness encompasses several dimensions:

1) Language Improvement

Students' belief that AI tools help them improve their speaking skills, including pronunciation, fluency, and accuracy.

2) Learning Support

Students' belief that AI tools provide effective support for their learning, such as feedback, practice opportunities, and guidance.

3) Goal Achievement

[55] Davis, "Perceived Usefulness," 322.

[56] Viswanath Venkatesh, "Determinants of Perceived Ease of Use: Integrating Control, Intrinsic Motivation, and Emotion into the Technology Acceptance Model," *Information Systems Research* 11, no. 4 (2000): 342–365.

Students' belief that AI tools help them achieve their speaking learning goals, such as preparing for presentations or improving confidence.

Research in EFL contexts has shown that perceived usefulness is a strong predictor of students' acceptance of AI tools.[57] Students who perceive AI tools as useful for speaking practice are more likely to use them regularly and recommend them to others.

c. Perceived Ease of Use

Perceived ease of use refers to the extent to which students find AI tools easy to operate and learn. According to Davis, ease of use influences technology acceptance because users are more likely to adopt technologies that do not require excessive effort.[58] In the context of AI based tools for speaking practice, perceived ease of use encompasses:

1) User Interface

Whether the tool's interface is intuitive and easy to navigate.

2) Learning Curve

How quickly students can learn to use the tool effectively.

3) Technical Requirements

Whether the tool requires specialized equipment, software, or technical knowledge.

[57] Zou et al., "Exploring EFL Learners," 103497; Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 210.

[58] Davis, "Perceived Usefulness," 322.

Studies have shown that ease of use is particularly important for technology adoption in educational contexts, where students may have varying levels of digital literacy.[59] Tools that are difficult to use may discourage students from practicing, regardless of their potential benefits.

d. Behavioral Intention to Use

According to TAM, perceived usefulness and perceived ease of use influence users' attitudes toward using the technology, which in turn influences their behavioral intention to use it.[60] Behavioral intention refers to users' plans to continue using the technology in the future. In this study, behavioral intention is operationalized as students' willingness to continue using AI based tools for speaking practice.

Research has shown that positive perceptions of usefulness and ease of use lead to stronger behavioral intention.[61] Students who find AI tools useful and easy to use are more likely to intend to continue using them. This is an important finding for educators and developers, as sustained use is essential for achieving long term learning benefits.

e. Application of TAM in AI based Language Learning

TAM has been applied extensively in studies of technology acceptance in language learning. Zou et al. examined EFL learners'

[59] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 54.
[60] Davis, "Perceived Usefulness," 320.
[61] Zou et al., "Exploring EFL Learners," 103497; Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 210.

acceptance of AI tools using TAM and found that perceived usefulness and perceived ease of use significantly predicted students' behavioral intention to use AI tools for speaking practice. Vo and Nguyen found similar results in their study of ChatGPT acceptance among EFL students.

The application of TAM in this study provides a theoretical framework for understanding why students accept or reject AI based tools for speaking practice. By examining students' perceptions of usefulness and ease of use, this study aims to identify the factors that facilitate or hinder adoption of AI tools in EFL contexts.

6. Perceived Benefits of AI based Tools

Perceived benefits refer to students' views regarding the positive contributions of AI based tools to their speaking practice. Several benefits have been identified in previous research.

It is important to distinguish perceived benefits from the general perceptions discussed in the TAM framework above, since the two constructs might otherwise appear to overlap—both, after all, concern students' positive evaluations of AI-based tools. Conceptually and operationally, however, they occupy different levels of specificity and serve different explanatory functions in this study. General perceptions, as operationalized through the eight-item General Perceptions scale (GP1–GP8: perceived usefulness, ease of use, feature suitability, engagement, comfort, appropriateness as support, trust, and behavioral intention),

capture students' broad, undifferentiated attitude toward AI-based tools as a technology—that is, a single global judgment of whether the tools are, in general, worthwhile, easy to operate, and worth continuing to use, consistent with TAM's treatment of perceived usefulness and perceived ease of use as antecedent beliefs that predict technology acceptance. Perceived benefits, by contrast, decompose this general attitude into ten discrete, non-overlapping outcome categories (PB1–PB10) that describe the concrete gains students report from using the tools—additional practice opportunities, flexibility, pronunciation and fluency support, immediate feedback, error noticing, idea preparation, confidence building, anxiety reduction, and autonomous practice management. None of the Perceived Benefits items restate or duplicate the wording of the General Perceptions items; rather, they specify the particular mechanisms through which a generally positive attitude (RQ2) is thought to arise. This relationship is reflected in the study's conceptual framework (see Figure 2.1), in which general perceptions function as the predictive, attitudinal layer derived from TAM, while perceived benefits and challenges function as the diagnostic layer that explains what specific outcomes underlie that attitude. In other words, RQ2 asks whether students hold a favorable overall view of AI-based tools, while RQ3 asks why—through which concrete benefits and challenges. The two dimensions are therefore conceptually related but empirically and functionally distinct, and this

distinction is reflected in the separate, non-duplicative item sets used to measure each dimension in the questionnaire.

a. Flexibility and Accessibility

One of the main perceived benefits of AI based tools is the opportunity for additional speaking practice. In many EFL contexts, students have limited chances to practice speaking English due to limited classroom time, large class sizes, and lack of English speaking environments outside the classroom.[62] AI based tools can provide flexible access to speaking practice, allowing students to practice anytime and anywhere. This flexibility may help students increase the frequency of their speaking practice and become more familiar with producing spoken English independently.

b. Pronunciation and Fluency Support

Another significant benefit is the support AI tools provide for pronunciation and fluency development. Some AI based tools are equipped with speech recognition and automated feedback features that allow learners to receive direct responses to their spoken input.[63] This feedback may help students identify pronunciation errors, notice fluency problems, and reflect on their speaking performance. Compared to conventional classroom feedback, which may be limited by time and teacher availability, AI based feedback can be accessed more frequently during independent practice.

[62] Mudawy, "The Impact of Artificial Intelligence Tools," 593.
[63] Zou et al., "An Investigation," 8.

c. Immediate Feedback

AI tools provide immediate feedback, which is essential for language learning. Students can receive instant corrections and suggestions for improvement, enabling them to address errors in real time.[64] This immediate feedback helps students internalize correct forms and develop accuracy.

d. Confidence Building and Anxiety Reduction

AI based tools may also help increase students' confidence and reduce speaking anxiety. Many EFL learners feel nervous when speaking English in front of teachers or classmates because they are afraid of making mistakes. Practicing with AI tools may create a lower pressure environment because students can repeat speaking tasks without feeling judged by others.[65] This condition may encourage students to speak more actively and gradually build confidence in using English orally.

e. Learner Autonomy

In addition, AI based tools support learner autonomy and self directed learning. These tools allow students to control their own learning pace, choose practice materials, repeat activities, and monitor their progress independently.[66] Through autonomous use of AI based tools, students may become more responsible for their speaking development and more motivated to practice outside the classroom.

[64] Liu et al., "Evaluating an AI Speaking Assessment Tool," 101505.
[65] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 56.
[66] Zou et al., "Exploring EFL Learners' Perceived Promise and Limitations," 103497.

Hong and Guo provide empirical evidence that AI enhanced language learning systems significantly contribute to the development of learner autonomy. Their study found that AI tools, when employed as autonomy supportive tools, can strengthen learners' metacognitive awareness and intrinsic motivation, thereby enabling students to take greater control of their own learning process.[67]

7. Perceived Challenges of AI based Tools

Perceived challenges refer to students' views regarding the difficulties or limitations they experience when using AI based tools for speaking practice.

a. Lack of Human Interaction

One major perceived challenge is the lack of human interaction. Speaking is a communicative skill that involves meaning negotiation, emotion, social context, and real time interaction. Although AI based tools may simulate conversation or provide automated responses, they may not fully represent authentic communication with teachers, classmates, or native speakers.[68] As a result, some students may perceive AI tools as useful for practice but insufficient for developing natural interactional competence.

b. Speech Recognition Accuracy Issues

[67] Xiaoqing Hong and Li Guo, "Effects of AI-Enhanced Multi-Display Language Teaching Systems on Learning Motivation, Cognitive Load Management, and Learner Autonomy," *Education and Information Technologies* 30, no. 12 (2025): 17155–17189.

[68] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 58.

Another challenge is the limited accuracy of AI feedback. AI based speaking tools may provide instant feedback on pronunciation, fluency, accuracy, or speaking performance. However, students may question the reliability of the feedback when the system fails to recognize their pronunciation accurately or provides responses that are too general.[69] Inaccurate feedback may cause confusion because students may not fully understand whether their speaking errors come from pronunciation problems, technical limitations, or system misrecognition.

c. Unclear or General Feedback

Students may also find that AI feedback is sometimes too general or unclear. Feedback that does not provide specific guidance on how to correct errors may be less useful for learning.[70] Students may need more detailed explanations to understand why they made errors and how to improve.

d. Technical Problems and Access Limitations

Technical issues and accessibility problems may also become barriers in using AI based tools. Students may experience problems such as unstable internet connection, application errors, limited device capacity, or restricted access to premium features.[71] These barriers can reduce students' learning experience and limit their ability to use AI tools consistently. In EFL contexts where students' access to

[69] Zou et al., "Exploring EFL Learners," 103497.
[70] Liu et al., "Evaluating an AI Speaking Assessment Tool," 101505.
[71] Mudawy, "The Impact of Artificial Intelligence Tools," 596.

technology may vary, technical problems can affect how students perceive the practicality and usefulness of AI based tools for speaking practice.

e. Need for Teacher Guidance

In addition, students' limited familiarity with AI technologies may influence their ability to use the tools effectively. Some students may not fully understand how to operate AI based tools, how to interpret automated feedback, or how to use the feedback for improving their speaking.[72] Without sufficient guidance, students may use AI tools only at a surface level and may not gain maximum benefits from them. Therefore, digital literacy and learning support are important factors in the successful use of AI based tools for speaking practice. Yetkin emphasizes that while AI driven platforms offer significant pedagogical benefits for autonomous English learning, their effective integration requires structured teacher guidance to prevent cognitive dependency. The study concludes that AI driven platforms should be regarded as complementary pedagogical tools rather than substitutes for language teachers, highlighting the indispensable role of educators in guiding students' use of AI for language learning.[73]

[72] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 45–60.

[73] R. Yetkin, "Redefining Teacher–Technology Relationships: AI-Driven Platforms in EFL Classrooms through the Eyes of Pre-Service Teachers," *European Journal of Education* 61, no. 1 (2026): e70453.

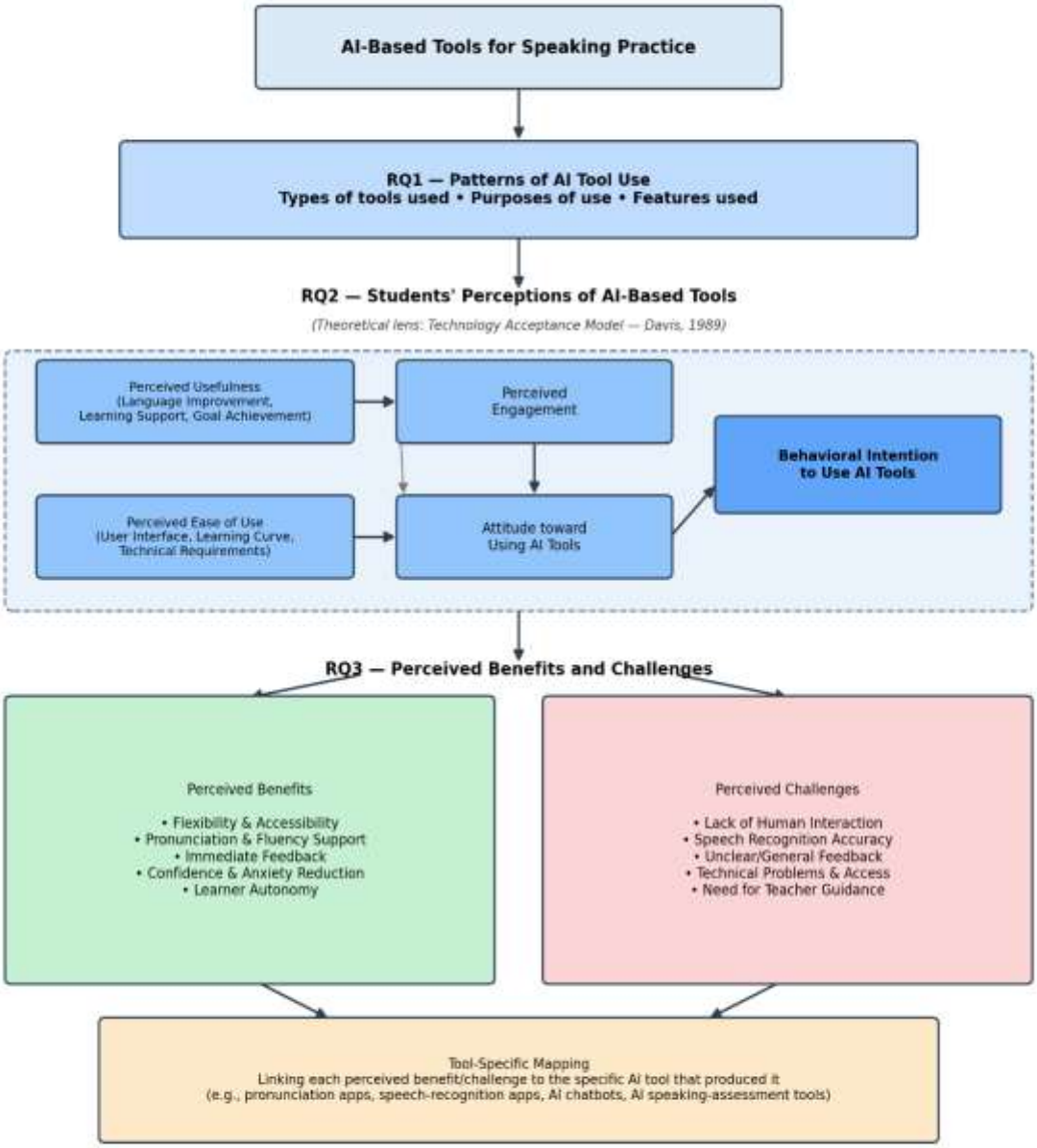
8. Conceptual Framework of the Study

To provide a clear overview of the relationships among the research variables and the theoretical underpinnings of this study, a conceptual framework is presented in Figure 2.1. This framework illustrates how the three research questions are interconnected and how the Technology Acceptance Model (TAM) serves as the primary theoretical lens for investigating EFL students' perceptions of AI based tools for speaking practice.

Figure 2.1 Conceptual Framework of the Study

Conceptual Framework of the Study

EFL Students' Perceptions of AI-Based Tools for Speaking Practice
(Based on the Technology Acceptance Model / TAM)



Note: The framework depicts a sequential relationship — patterns of tool use (RQ1) shape students' perceptions through TAM constructs (RQ2), which in turn manifest as specific perceived benefits and challenges (RQ3).

As illustrated in Figure 2.1, the framework is structured around three sequential layers corresponding to the three research questions.

The first layer addresses Research Question 1, which focuses on identifying the patterns of AI tool use among EFL students. This includes the types of tools students use, the purposes for which they use them, and the features they employ. This layer is grounded in the classification of AI tools proposed by Zou et al., Sun, and Amin, which categorizes AI based tools into pronunciation focused tools, speech recognition tools, AI chatbots, text to speech tools, and AI based speaking assessment tools.[74]

The second layer addresses Research Question 2, which investigates students' perceptions of AI based tools. This layer is anchored in the Technology Acceptance Model (TAM) proposed by Davis.[75] According to TAM, users' acceptance of technology is determined by two primary cognitive beliefs: Perceived Usefulness (the degree to which students believe that AI tools enhance their speaking performance) and Perceived Ease of Use (the degree to which students find AI tools easy to operate). These beliefs, along with Perceived Engagement, influence students' attitudes toward using AI tools, which in turn shape their Behavioral Intention to continue using them. This theoretical lens explains why some students adopt AI tools enthusiastically while others remain hesitant or critical.[76]

[74] Zou et al., "An Investigation," 1–15; Sun, "The Impact of Automatic Speech Recognition Technology," 1210187; Amin, "EFL Students' Perception," 887–903.

[75] Davis, "Perceived Usefulness," 319–340.

[76] Davis, "Perceived Usefulness," 320.

The third layer addresses Research Question 3, which maps the perceived benefits and challenges associated with AI based tools. The benefits are organized into five categories: flexibility and accessibility, pronunciation and fluency support, immediate feedback, confidence building and anxiety reduction, and learner autonomy.[77] The challenges are organized into five categories: lack of human interaction, speech recognition accuracy issues, unclear or general feedback, technical problems and access limitations, and the need for teacher guidance.[78]

Crucially, the framework also includes a Tool Specific mapping component, which links each perceived benefit and challenge to the specific AI tool that produced it. This reflects the study's emphasis on examining students' perceptions in relation to the specific tools they use, rather than treating AI tools as a homogeneous category. This Tool Specific approach is a key contribution of the study, as most previous research has examined AI tools as a single, undifferentiated category.[79]

The arrows in the framework indicate a sequential relationship: patterns of tool use (RQ1) shape students' perceptions through TAM constructs (RQ2), which in turn manifest as specific perceived benefits and challenges (RQ3). This sequential logic aligns with the explanatory sequential mixed methods design employed in this study, where

[77] Zou et al., "Exploring EFL Learners' Perceived Promise and Limitations," 103497.

[78] Zou et al., "Exploring EFL Learners' Perceived Promise and Limitations," 103497; Liu, Wang, and Zou, "Evaluating an AI Speaking Assessment Tool," 101505; Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 199–218.

[79] T. Y. Tai and H. H. J. Chen, "From Shy to Fly: Facilitating EFL Learners' Willingness to Communicate with an AI Chatbot and an Intelligent Tutoring System," *System* 127 (2024): 103501.

quantitative data are collected first to identify general patterns, followed by qualitative data to provide deeper explanations of those patterns.[80]

B. REVIEW OF RELATED FINDINGS

1. EFL Students' Use of AI based Tools for Speaking Practice

Several previous studies have investigated the types of AI based tools that EFL students use for speaking practice and the purposes for which they use them. Binmahboob explored Saudi EFL students' perceptions and awareness of artificial intelligence in language learning.[81] The study found that students used a variety of AI tools, including speech recognition applications, chatbots, and pronunciation assessment tools, to support their speaking practice. The findings indicated that students tended to use tools that were easily accessible and provided immediate feedback, with a preference for free or low cost applications. Similarly, Amin investigated EFL students' perceptions of using AI text to speech applications in learning pronunciation.[82] The study found that students used text to speech applications extensively for pronunciation practice and perceived them as effective, user friendly, and enjoyable. The findings highlighted that social support and accessibility further motivated students to persist in using the applications.

Vo and Nguyen examined EFL students' perceptions of generative artificial intelligence and ChatGPT in language learning. The study found

[80] John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, 3rd ed. (Los Angeles: SAGE Publications, 2018), 80.

[81] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 50.

[82] Amin, "EFL Students' Perception," 890.

that students used ChatGPT for various language learning purposes, including preparing speaking tasks, generating ideas for presentations, and practicing conversation.[83] However, students acknowledged that ChatGPT had limitations in assessing pronunciation and providing speaking feedback. Zou et al. explored EFL learners' perceived promise and limitations of using an artificial intelligence speech evaluation system for speaking practice.[84] The study found that EAP Talk significantly aided EFL learners in enhancing their speaking capabilities and was recognized as effective and adaptable. However, challenges such as speech recognition accuracy and inadequate comprehensive feedback remained obstacles. Liu et al. evaluated an AI speaking assessment tool and found that students used the tool for both controlled and spontaneous speaking tasks.[85] The study reported that students generally viewed the tool as useful and confidence boosting, especially in structured speaking tasks. Sun investigated the impact of automatic speech recognition technology on second language pronunciation and speaking skills.[86] The study found that EFL learners used speech recognition technology for repeated speaking practice and perceived it as beneficial for pronunciation awareness and oral performance development.

These studies collectively indicate that EFL students use a diverse range of AI based tools for speaking practice, including text to speech

[83] Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 205.
[84] Zou et al., "Exploring EFL Learners," 103497.
[85] Liu et al., "Evaluating an AI Speaking Assessment Tool," 101505.
[86] Sun, "The Impact of Automatic Speech Recognition Technology," 5.

applications, speech recognition tools, AI chatbots, and automated speaking assessment systems. However, most previous studies have focused on one specific type of AI tool rather than mapping the full range of tools used by students. Furthermore, limited research has been conducted on the specific AI tools used by EFL students in Indonesian university contexts, particularly in regional institutions. This study aims to fill this gap by identifying the various types of AI based tools that EFL students at IAIN Curup use for speaking practice.

2. EFL Students' Perceptions of AI based Tools

Numerous studies have investigated EFL students' perceptions of AI based tools in language learning. Binmahboob found that Saudi EFL students generally had positive perceptions of AI tools, especially in terms of flexibility, feedback, and learning support.[87] The study reported that students' awareness and familiarity with AI were important factors influencing their perceptions. Students who understood how AI tools functioned and perceived them as useful were more likely to engage actively in learning activities. Similarly, Amin found that EFL students in Saudi Arabia exhibited favorable perceptions toward AI text to speech applications.[88] The applications were regarded as effective, user friendly, enjoyable, and conducive to autonomous learning. The presence of social support and accessibility further motivated students to persist in using the applications.

[87] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 52.
[88] Amin, "EFL Students' Perception," 893.

Vo and Nguyen investigated EFL students' perceptions of generative artificial intelligence and ChatGPT in language learning.[89] The findings showed that students responded favorably to the incorporation of ChatGPT in their language studies. They assessed ChatGPT as user friendly and enjoyable, displaying a strong inclination to continue utilizing it. However, their perceptions of its utility remained neutral, particularly concerning the enhancement of speaking and listening skills. Additionally, it was observed that academic level influenced students' perceptions. Zou et al. found that EFL learners perceived an AI speech evaluation system positively, recognizing it as effective, adaptable, and inspiring.[90] Students appreciated the flexibility of practice and the immediate feedback provided by the system. However, challenges such as precision of voice recognition and inadequacy of comprehensive feedback remained concerns.

Liu et al. examined the use of an AI speaking assessment tool and found that students generally viewed the tool as useful and confidence boosting, especially in structured speaking tasks.[91] However, limitations were reported in terms of vague feedback and insufficient accuracy in spontaneous speech contexts. The incorporation of oral peer feedback was found to complement AI based assessment by enriching the learning experience and addressing the shortcomings of automated feedback. Sun found that EFL learners perceived automatic speech recognition technology as beneficial because it helped them become more aware of

[89] Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 210.
[90] Zou et al., "Exploring EFL Learners," 103497.
[91] Liu et al., "Evaluating an AI Speaking Assessment Tool," 101505.

their pronunciation and provided opportunities for repeated speaking practice.[92] The study emphasized that the use of speech recognition technology still requires careful support, since learners need to interpret the system's recognition results and feedback appropriately.

These studies consistently show that EFL students hold positive perceptions of AI based tools for language learning. However, most previous studies have examined perceptions of AI tools in general or focused on one specific tool. Limited research has systematically investigated EFL students' perceptions of various AI based tools specifically for speaking practice in the Indonesian context. This study aims to fill this gap by examining EFL students' perceptions of AI based tools for speaking practice at IAIN Curup.

3. Benefits of AI based Tools for Speaking Practice

Previous studies have identified various benefits of AI based tools for speaking practice. Zou et al. found that the AI speech evaluation system significantly aided EFL learners in the enhancement of their speaking capabilities.[93] Students reported that the tool provided flexible practice opportunities, allowed for independent learning, and offered immediate feedback on their speaking performance. The tool was recognized as effective and inspiring, with students appreciating the ability to practice speaking repeatedly and monitor their progress.

[92] Sun, "The Impact of Automatic Speech Recognition Technology," 6.
[93] Zou et al., "Exploring EFL Learners," 103497.

Amin reported that AI text to speech applications helped students improve their pronunciation, expand their vocabulary, and build confidence in speaking English.[94] Students found the applications effective, user friendly, and enjoyable, and they valued the support for autonomous learning. The presence of social support and accessibility further motivated students to persist in using the applications. Sun found that automatic speech recognition technology contributed positively to learners' pronunciation and speaking development.[95] The study found that the use of speech recognition technology, combined with peer correction, helped learners become more aware of their pronunciation and provided opportunities for repeated speaking practice.

Binmahboob found that AI tools provided benefits in terms of flexibility and accessibility, allowing students to practice speaking anytime and anywhere.[96] Students appreciated the convenience of using AI tools for independent practice and valued the non judgmental practice environment that encouraged them to speak more freely. Liu et al. reported that the AI speaking assessment tool helped students reflect on their speaking ability and monitor their progress.[97] Students perceived the tool as useful and confidence boosting, especially in structured speaking tasks. The study also found that the tool provided a valuable complement to traditional feedback methods.

[94] Amin, "EFL Students' Perception," 893.
[95] Sun, "The Impact of Automatic Speech Recognition Technology," 7.
[96] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 56.
[97] Liu et al., "Evaluating an AI Speaking Assessment Tool," 101505.

Vo and Nguyen found that ChatGPT helped students prepare speaking ideas and tasks, reduce anxiety before speaking, and improve their ability to organize and present ideas.[98] However, students noted that ChatGPT's benefits were more pronounced for preparation tasks than for actual speaking performance. These studies indicate that AI based tools offer multiple benefits for speaking practice, including flexibility, pronunciation support, immediate feedback, confidence building, and learner autonomy. However, limited research has examined the benefits of AI based tools specifically in the Indonesian EFL context. This study aims to address this gap by investigating the perceived benefits of AI based tools for speaking practice among EFL students at IAIN Curup.

4. Challenges of AI based Tools for Speaking Practice

Previous studies have also identified various challenges in using AI based tools for speaking practice. Zou et al. found that despite the benefits of the AI speech evaluation system, challenges such as precision of voice recognition and inadequacy of comprehensive feedback remained obstacles.[99] Students reported that the system sometimes failed to recognize their pronunciation accurately, particularly for words with similar sounds. Additionally, students found that the feedback provided was not always detailed enough to help them understand and correct their errors.

[98] Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 212.
[99] Zou et al., "Exploring EFL Learners," 103497.

Liu et al. reported that limitations were identified in terms of vague feedback and insufficient accuracy in spontaneous speaking contexts.[100] Students questioned the accuracy and fairness of automated assessment, especially when the speaking task involved spontaneous or complex oral production. The study found that peer feedback could complement AI generated feedback by providing more contextual and detailed explanations. Binmahboob found that limited interaction was a significant challenge for students using AI tools.[101] Students reported that AI tools could not fully replace the social, emotional, and contextual aspects of human interaction, and they missed the natural give and take of real conversations.

Vo and Nguyen found that ChatGPT had limitations in assessing pronunciation and providing speaking feedback. Students noted that ChatGPT was primarily text based and could not provide the vocal input necessary for evaluating speaking performance. Additionally, students found that the interaction with ChatGPT could feel unnatural or repetitive, reducing its effectiveness for conversation practice. Sun found that automatic speech recognition technology required careful support because learners needed to interpret the system's recognition results and feedback appropriately.[102] Students sometimes experienced frustration when the system failed to recognize their speech, especially when they had non native accents or unclear pronunciation.

[100] Liu et al., "Evaluating an AI Speaking Assessment Tool," 101505.
[101] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 58.
[102] Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 212.

Mudawy identified technical issues such as unstable internet connections, application errors, and limited device capacity as barriers to using AI tools effectively.[103] Additionally, access limitations, such as restrictions to premium features, prevented students from using AI tools to their full potential. These studies indicate that while AI tools offer valuable support for speaking practice, students face significant challenges related to speech recognition accuracy, feedback quality, lack of human interaction, technical problems, and access limitations. However, limited research has examined these challenges specifically in the Indonesian EFL context. This study aims to fill this gap by investigating the perceived challenges of AI based tools for speaking practice among EFL students at IAIN Curup.

5. Research Gap and Position of The Present Study

Based on the review of previous studies, several research gaps have been identified. First, most previous studies have focused on students' general perceptions of AI tools or on one specific type of AI application, such as text to speech tools, ChatGPT, or AI speech evaluation systems. Limited studies have specifically identified the types of AI based tools used by EFL students and mapped the perceived benefits and challenges of each tool in the context of speaking practice. Second, most previous studies have been conducted in urban or international contexts, such as Saudi Arabia, China, Vietnam, and Slovakia. Limited studies have been

[103] Mudawy, "The Impact of Artificial Intelligence Tools," 596.

conducted in Indonesian university contexts, particularly in regional institutions like IAIN Curup, which may have different student characteristics, technology access, and educational contexts. Third, previous studies have largely employed either quantitative or qualitative approaches separately. Limited studies have used mixed methods designs that combine quantitative and qualitative data to provide a comprehensive understanding of students' perceptions, benefits, and challenges.

To fill these gaps, the present study aims to:

a. Identify the types of AI based tools used by EFL students at IAIN Curup for speaking practice.
b. Investigate EFL students' perceptions of using AI based tools for speaking practice.
c. Map the perceived benefits and challenges associated with each AI tool used by students.

By employing an explanatory sequential mixed methods design, this study combines quantitative questionnaire data with qualitative interview data to provide a comprehensive understanding of EFL students' experiences with AI based tools for speaking practice. The findings of this study are expected to contribute to the growing body of literature on AI in language learning, particularly by providing insights from an Indonesian regional university context and by mapping Tool Specific benefits and challenges.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the methodology employed to carry out the study. It begins with an explanation of the kind of research design used, followed by a description of the research setting in which the study was conducted. This chapter also discusses the population and sample of the study, the research instruments used to collect quantitative and qualitative data, the data collection technique, and the data analysis technique applied to answer the three research questions of this study.

A. Kind of The Research

This study employed a mixed methods research design, specifically an explanatory sequential mixed methods design. Mixed methods research refers to a research approach that combines both quantitative and qualitative methods within a single study to provide a more comprehensive understanding of a research problem.[104]

An explanatory sequential design involves two distinct phases conducted in sequence. In the first phase, quantitative data are collected and analyzed. In the second phase, qualitative data are gathered to explain or elaborate on the quantitative results.[105] This design is particularly appropriate when the researcher seeks not only to measure general trends but also to explore deeper explanations behind those findings.

[104] John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Los Angeles: SAGE Publications, 2018).
[105] Creswell and Plano Clark, *Designing and Conducting Mixed Methods Research*.

In this study, the first phase consisted of administering a structured questionnaire to measure EFL students' perceptions of using AI based tools for speaking practice. The results from the questionnaire were analyzed using descriptive statistics to identify general patterns related to perceived benefits and perceived challenges.

The second phase involved conducting semi structured interviews with selected participants based on the quantitative results. The purpose of the interviews was to obtain deeper explanations regarding students' responses, clarify unexpected findings, and explore the reasons behind their perceptions.

By integrating quantitative and qualitative findings, this study aimed to provide a more complete understanding of EFL students' perceptions of AI based tools for speaking practice.

B. Research Setting

This research was conducted in the English Tadris Study Program of IAIN Curup. The program prepares students to become English teachers and emphasizes the development of English language skills, pedagogical competence, and technology integration in language learning.

The setting was selected because students in this program are frequently engaged in speaking activities and are exposed to digital learning tools, including AI based applications. This context provides a relevant environment for investigating students' perceptions of AI based tools for speaking practice.

The participants of this study were eighth semester students from the English Tadris Study Program who had prior experience using AI based tools for speaking practice. Their familiarity with AI supported learning activities provided a

relevant basis for examining students' perceptions through a structured questionnaire.

The data collection was conducted through an online platform using Google Form, which enabled efficient distribution of the questionnaire and facilitated the collection of responses. It was carried out in accordance with the academic calendar and the availability of the participants.

C. Population and Sample

1. Population

Population refers to the entire group of individuals who share certain characteristics relevant to the study.[106] The population of this study consisted of all students enrolled in the English Tadris Study Program of IAIN Curup.

The target population specifically included eighth semester students, who numbered 54 students in total at the time of data collection. These students were selected because they have completed most core language and pedagogy courses and have sufficient experience in speaking practice and exposure to AI based learning tools.

2. Sample

Since this study used a mixed methods design, sampling was conducted in two phases.

a. Quantitative Sample

In the quantitative phase, purposive sampling was employed. Purposive sampling is a non probability sampling technique in which

[106] Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, 8th ed. (Belmont, CA: Wadsworth Cengage Learning, 2010).

participants are selected based on specific criteria relevant to the research objectives.[107]

The criteria for selecting participants were:

1) Students were actively enrolled in the English Tadris Study Program.

2) Students were in the eighth semester.

3) Students had prior experience using AI based tools for speaking practice.

Eighth semester students were specifically chosen as the target participants because, at this stage of their study, they have completed the core speaking and pedagogy courses offered in the program and have had sufficient time to engage with AI based tools for speaking practice, either independently or as part of their coursework. This level of exposure allowed them to provide informed and reflective responses regarding their perceptions, making them the most representative group to address the research questions of this study.

All students who met these criteria and agreed to participate were included as respondents in the questionnaire phase. Of the 54 eighth semester students who constituted the target population, only 45 students could be contacted and were willing to complete the online questionnaire within the data collection period; the remaining nine students could not be reached. Because the sample was drawn from the accessible portion of the population rather than the full population itself, this sampling procedure is more accurately described as purposive sampling combined with an

[107] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016).

accessibility constraint, rather than total (census) sampling of the eighth semester population. Among the 45 respondents who completed the questionnaire, three indicated on the screening item that they had never used AI based tools for speaking practice and therefore did not meet the third sampling criterion; their responses were excluded from the main analysis. As a result, the final quantitative sample consisted of 42 students, representing 77.8% of the total eighth semester population and 93.3% of the students who were successfully contacted.

b. Qualitative Sample

For the qualitative phase, the participants were selected using extreme case sampling, a purposive sampling strategy that deliberately selects participants who represent the most extreme or contrasting examples of the phenomenon under study.[108] This approach is particularly appropriate in sequential explanatory mixed methods design because it ensures that the qualitative data can provide the richest explanations of the quantitative patterns identified in the first phase[109]

The selection of qualitative participants was based on the total scores obtained from the questionnaire, which reflected students' overall perceptions of AI based tools across all three research dimensions. Rather than selecting participants whose scores reflect the average or typical patterns, the researcher deliberately selected participants from the extreme ends of the distribution to obtain in depth and contrasting perspectives[110].

[108] Michael Quinn Patton, *Qualitative Research & Evaluation Methods*, 4th ed. (Thousand Oaks, CA: Sage Publications, 2015), 264.

[109] Creswell and Plano Clark, *Designing and Conducting Mixed Methods Research*, 90.

[110] Creswell and Plano Clark, *Designing and Conducting Mixed Methods Research*, 91.

The participants were categorized into three distinct groups based on their total perception scores:

1) **High Perception Group (Top Extreme)**

   Students who scored in the highest range (mean score 4.01–5.00), indicating strong positive perceptions and intensive use of AI tools. These participants were selected because they can provide comprehensive accounts of how AI is fully embedded in their speaking practice, including detailed experiences of both the benefits and the challenges of frequent AI use.

2) **Moderate Perception Group (Middle Range)**

   Students who scored in the middle range (mean score 3.00–4.00), indicating balanced or neutral perceptions. These participants were selected to provide a more measured perspective and to explain why some students do not fully embrace or reject AI tools.

3) **Low Perception Group (Bottom Extreme)**

   Students who scored in the lowest range (mean score below 3.00), indicating minimal or highly selective AI use and less positive perceptions. These participants were selected to provide contrast and to explain the barriers, resistance, or alternative strategies that prevent the widespread adoption of AI.[111]

Based on these criteria, six participants were selected: three from the High Perception Group (P1, P4, P5), two from the Moderate Perception Group (P3, P6), and one from the Low Perception Group (P2). The

[111] Sugiyono, *Metode Penelitian Pendidikan*, 85; Patton, *Qualitative Research & Evaluation Methods*, 266.

number of participants from each category was determined based on the distribution of scores and the principle of data saturation, ensuring that the qualitative phase provides sufficient depth to explain the quantitative findings.[112]

D. Research Instrument

Since this study employed an explanatory sequential mixed methods design, two research instruments were used to collect the data: a structured questionnaire and a semi structured interview guide. The questionnaire was used in the quantitative phase to collect numerical and categorical data, while the semi structured interview was used in the qualitative phase to obtain deeper explanations of the questionnaire results.

1. Quantitative Instrument: Structured Questionnaire

Table 3.1 Blueprint of the Questionnaire

Code	Dimension / Aspect	Indicator	Refined Questionnaire Item	Response Format
A. Screening and Background Information				
A1	Screening	Semester	What semester are you currently in?	Multiple choice: Sixth semester / Eighth semester / Other
A2	Screening	Prior experience	Have you ever used any AI based tool specifically for speaking	Multiple choice: Yes / No (If No, end the questionnaire

[112] Creswell and Plano Clark, *Designing and Conducting Mixed Methods Research*, 95.

			practice?	or exclude from main analysis)
A3	Descriptive	Length of use	How long have you used AI based tools for speaking practice?	Multiple choice: Less than 1 month / 1-3 months / 4-6 months / More than 6 months
A4	Descriptive	Frequency of use	During the last month, how often did you use AI based tools for speaking practice?	Multiple choice: 1-2 times a month / Once a week / Several times a week / Almost every day
A5	Descriptive	Learning context	In what context do you usually use AI based tools for speaking practice?	Checklist: Independent practice / Classroom activity / Assignment / Peer practice / Other
B. What AI based Tools Used				
B1	Patterns of AI Use	AI tools used	Which AI based tools have you used for speaking practice?	Checklist: ELSA Speak / ChatGPT voice or conversation mode / Gemini voice / Google Speech Recognition or Voice Typing / Google Translate

				voice input / Duolingo speaking exercises / Text-to-speech application / AI speaking assessment tool / Other
B2	Patterns of AI Use	Most frequently used tool	Which AI based tool do you use most frequently for speaking practice?	Multiple choice: ELSA Speak / ChatGPT voice or conversation mode / Gemini voice / Google Speech Recognition or Voice Typing / Google Translate voice input / Duolingo speaking exercises / Text-to-speech application / AI speaking assessment tool / Other
B3	Patterns of AI Use	Purpose of use	What are your purposes for using AI based tools for speaking practice?	Checklist: Practicing pronunciation / Practicing fluency / Practicing conversation / Preparing speaking ideas /

				Listening to pronunciation models / Receiving speaking feedback / Reducing speaking anxiety / Improving confidence / Other
B4	Patterns of AI Use	Tool feature used	Which features do you usually use in AI based speaking tools?	Checklist: Voice input / Speech recognition / Pronunciation score / Automated correction / Conversation simulation / Text-to-speech model / Speaking task or assessment / Other
C. General Perceptions of AI based Tools (Davis 1989 – TAM)				
GP1	General Perceptions	Perceived usefulness	The AI based tools I use are useful for supporting my speaking practice.	Likert scale 1-5 (1 = Strongly Disagree, 5 = Strongly Agree)
GP2	General Perceptions	Perceived ease of use	The AI based tools I use are easy to operate for speaking practice.	Likert scale 1-5
GP3	General	Perceived	The features	Likert scale

	Perceptions	relevance	of AI based tools match my speaking learning needs.	1-5
GP4	General Perceptions	Perceived enjoyment	AI based tools make speaking practice more interesting and engaging.	Likert scale 1-5
GP5	General Perceptions	Comfort	I feel comfortable practicing spoken English with AI based tools.	Likert scale 1-5
GP6	General Perceptions	Supplementary support	AI based tools are appropriate as additional support outside the classroom.	Likert scale 1-5
GP7	General Perceptions	Trust in support	I trust AI based tools as a supportive resource for improving my speaking practice.	Likert scale 1-5
GP8	General Perceptions	Continuance intention	I intend to continue using AI based tools for speaking practice in the future.	Likert scale 1-5
E. Perceived Benefits of AI based Tools (Mudawy 2025; Binmahboob 2024; Zou et al. 2023; Hong & Guo 2025)				

PB1	Perceived Benefits	Additional practice	AI based tools give me more opportunities to practice speaking English.	Likert scale 1-5
PB2	Perceived Benefits	Flexible practice	AI based tools allow me to practice speaking anytime and anywhere.	Likert scale 1-5
PB3	Perceived Benefits	Pronunciation support	AI based tools help me practice and improve my pronunciation .	Likert scale 1-5
PB4	Perceived Benefits	Fluency support	AI based tools help me practice speaking more fluently.	Likert scale 1-5
PB5	Perceived Benefits	Immediate feedback	AI based tools provide immediate feedback on my speaking practice.	Likert scale 1-5
PB6	Perceived Benefits	Error awareness	AI based tools help me notice my speaking mistakes.	Likert scale 1-5
PB7	Perceived Benefits	Speaking preparation	AI based tools help me prepare ideas, vocabulary, or responses before	Likert scale 1-5

			speaking.	
PB8	Perceived Benefits	Confidence improvement	AI based tools help me become more confident in speaking English.	Likert scale 1-5
PB9	Perceived Benefits	Reduced anxiety	AI based tools reduce my fear or anxiety when practicing speaking.	Likert scale 1-5
PB10	Perceived Benefits	Learner autonomy	AI based tools help me monitor and manage my own speaking practice independently.	Likert scale 1-5
F. Perceived Challenges of AI based Tools (Zou et al. 2024; Liu et al. 2025; Binmahboob 2024; Yetkin 2026)				
PC1	Perceived Challenges	Feedback accuracy	AI based tools sometimes give inaccurate feedback on my speaking.	Likert scale 1-5
PC2	Perceived Challenges	Speech recognition accuracy	AI based tools sometimes fail to recognize my pronunciation or spoken input correctly.	Likert scale 1-5
PC3	Perceived Challenges	Feedback clarity	The feedback from AI	Likert scale 1-5

			based tools is sometimes too general or unclear.	
PC4	Perceived Challenges	Corrective guidance	AI based tools sometimes do not explain clearly how I should correct my speaking mistakes.	Likert scale 1-5
PC5	Perceived Challenges	Human interaction	AI based tools provide limited natural interaction compared with teachers or classmates.	Likert scale 1-5
PC6	Perceived Challenges	Teacher/peer feedback	AI based tools cannot fully replace feedback from teachers or peers.	Likert scale 1-5
PC7	Perceived Challenges	Technical problems	Internet connection, application errors, device problems, or microphone quality sometimes disturb my use of AI based tools.	Likert scale 1-5
PC8	Perceived Challenges	Access and paid features	Limited access or paid features make it difficult for me to use AI based	Likert scale 1-5

			speaking tools fully.	
PC9	Perceived Challenges	Digital literacy	I sometimes find it difficult to choose the right AI tool or feature for my speaking practice.	Likert scale 1-5
PC10	Perceived Challenges	Need for guidance	I need guidance from teachers to use AI based tools more effectively for speaking practice.	Likert scale 1-5
G. Tool Specific Benefits and Challenges (Tool Specific Mapping Framework; Zou et al. 2023)				
TS0	Tool Specific	Tool selection	Select one AI based tool that you have used for speaking practice. Complete the following items for that tool. Repeat this section for each tool you selected in B1, or at least for the three tools you use most often.	Dropdown: tools selected in B1
TSB1	Tool Specific Benefits	Pronunciation benefit	This tool helps me practice pronunciation	Likert scale 1-5 for each selected tool

			.	
TSB2	Tool Specific Benefits	Fluency/conversation benefit	This tool helps me practice fluency or conversation.	Likert scale 1-5 for each selected tool
TSB3	Tool Specific Benefits	Feedback benefit	This tool provides useful feedback for my speaking practice.	Likert scale 1-5 for each selected tool
TSB4	Tool Specific Benefits	Preparation benefit	This tool helps me prepare speaking ideas, vocabulary, or responses.	Likert scale 1-5 for each selected tool
TSB5	Tool Specific Benefits	Affective benefit	This tool helps me feel more confident or less anxious when practicing speaking.	Likert scale 1-5 for each selected tool
TSC1	Tool Specific Challenges	Recognition/feedback challenge	This tool sometimes misrecognizes my speech or gives inaccurate feedback.	Likert scale 1-5 for each selected tool
TSC2	Tool Specific Challenges	Interaction challenge	The interaction in this tool feels limited or less natural than human interaction.	Likert scale 1-5 for each selected tool
TSC3	Tool	Access challenge	Technical	Likert scale

	Specific Challenges		problems, internet access, or paid features limit my use of this tool.	1-5 for each selected tool
TSC4	Tool Specific Challenges	Feedback-use challenge	I sometimes find it difficult to understand or apply the feedback from this tool.	Likert scale 1-5 for each selected tool
TSO1	Tool Specific Open	Main benefit	What is the main benefit you get from using this tool for speaking practice?	Short answer for each selected tool
TSO2	Tool Specific Open	Main challenge	What is the main challenge you face when using this tool for speaking practice?	Short answer for each selected tool
TSO3	Tool Specific Open	Most helpful tool	Among the AI based tools you use, which tool is the most helpful for speaking practice? Explain briefly.	Short answer

The primary instrument in the first phase was a structured questionnaire. A questionnaire is commonly used in survey research because it allows the researcher to collect standardized data from a number of

participants efficiently.[113] In this study, the questionnaire was developed based on the research questions, research variables, and theoretical framework discussed in Chapter II.

The questionnaire consisted of several sections.

a) Collected students' background information, such as semester and prior experience in using AI based tools for speaking practice.
b) Identified what AI based tools used by students, their most frequently used tool, their purposes of use, and the features they employ.
c) Measured students' general perceptions of AI based tools for speaking practice. This section included statements related to the usefulness, ease of use, accessibility, and relevance of AI tools to students' speaking practice.
d) Measured students' perceived benefits of AI based tools, such as increased speaking opportunities, immediate feedback, pronunciation support, confidence improvement, reduced speaking anxiety, and learner autonomy.
e) Measured students' perceived challenges of AI based tools. This section included statements related to feedback accuracy, lack of human interaction, technical problems, limited access, and limited familiarity with AI technologies.
f) Focused on Tool Specific benefits and challenges. In this section, students were asked to identify the AI tool they used most frequently and provide information about the benefits and challenges they experienced when using that particular tool.

[113] Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*.

Most perception, benefit, and challenge items were measured using a five-point Likert scale as follows:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Meanwhile, the items related to the types of AI tools used by students were presented in the form of multiple-choice, checklist, and short answer questions. This format was used because the researcher needed to identify not only students' level of agreement, but also the specific AI tools used by the participants.

2. Qualitative Instrument: Semi structured Interview Guide

The second instrument was a semi structured interview guide. Semi structured interviews allow the researcher to prepare guiding questions while still giving participants opportunities to explain their experiences in more detail. In this study, the interview guide was developed after the questionnaire data had been analyzed.

The interview was used to clarify and elaborate the quantitative findings. It focused on students' reasons for using particular AI tools, their experiences in practicing speaking with those tools, and their explanations of the benefits and challenges they encountered. The interview questions also explored why certain tools were perceived as helpful or problematic by students.

The interview guide covered several main topics corresponding to the three research questions: (1) patterns of AI tool use (RQ1), including the specific tools students use, their frequency, and reasons for choosing them; (2) students' general perceptions (RQ2), including perceived usefulness, ease of use, motivation, and willingness to continue using AI tools; and (3) perceived benefits and challenges (RQ3), encompassing specific advantages, obstacles, and tool-specific experiences. The interview also explored students' opinions about the role of AI tools in supporting speaking practice. The complete interview guideline is presented in Table 3.2 below.

Table 3.2 Blueprint of the Interview

No.	Research Question	Indicator	Sub Indicator	Interview Question
A. Patterns of AI Tool Use (RQ1)				
1	RQ1	Types of AI based tools used	AI tools used by students	Please describe the AI based tools you have used for English speaking practice.
2	RQ1	Frequency and context of use	Most frequently used tool and learning context	Among those tools, which one do you use most often, and in what learning situation do you usually use it?
3	RQ1	Purpose of tool use	Students' reasons for using AI tools	What is your main purpose when using AI based tools for speaking

				practice?
B. General Perceptions of AI based Tools (RQ2)				
4	RQ2	Perceived usefulness	Overall perception of usefulness	Overall, how do you perceive the usefulness of AI based tools for supporting your English speaking practice?
5	RQ2	Perceived ease of use	Learning experience	How would you describe your experience in learning to use AI based tools for speaking practice?
6	RQ2	Relevance to learning needs	Match with speaking needs	How well do AI based tools match your speaking learning needs as an EFL student?
7	RQ2	Motivation and engagement	Influence on willingness to practice	How do AI based tools influence your motivation or willingness to practice speaking English?
8	RQ2	Continuance intention	Willingness to continue use	What makes you want, or not want, to continue using AI based tools for speaking practice in the future?
9	RQ2	Role of AI	AI as complementary learning support	In your opinion, what role should AI based tools

				play in speaking learning?
C. Perceived Benefits and Challenges (RQ3)				
C.1 Perceived Benefits				
10	RQ3	Additional practice opportunities	Speaking opportunities	In what ways do AI based tools give you more opportunities to practice speaking English?
11	RQ3	Pronunciation support	Pronunciation improvement	How have AI based tools helped you notice or improve your pronunciation?
12	RQ3	Fluency support	Speaking fluency	How have AI based tools supported your speaking fluency?
13	RQ3	Immediate feedback	Feedback usefulness	What kinds of feedback do you receive from AI based tools after speaking, and how useful is that feedback?
14	RQ3	Confidence and anxiety reduction	Affective benefits	How do AI based tools affect your confidence and anxiety when practicing speaking English?
15	RQ3	Learner autonomy	Independent practice	How do AI based tools help you practice speaking

				independently outside the classroom?
C.2 Perceived Challenges				
16	RQ3	Feedback accuracy	Inaccurate feedback	Please describe any experience when AI feedback seemed inaccurate, incomplete, or not suitable for your speaking performance.
17	RQ3	Speech recognition	Recognition problems	What problems have you experienced when the tool tried to recognize your pronunciation or spoken input?
18	RQ3	Feedback clarity	Unclear feedback	How clear or unclear is the feedback provided by AI based tools?
19	RQ3	Lack of human interaction	Comparison with human interaction	How does practicing with AI feel different from practicing with teachers, classmates, or real speakers?
20	RQ3	Technical problems and access	Technical and access issues	What technical or access related problems have affected your use of AI based tools?
21	RQ3	Need for	Limited	What kind of

		guidance	familiarity and guidance	guidance do you need to use AI based tools more effectively for speaking practice?
C.3 Tool Specific Benefits and Challenges				
22	RQ3	Tool Specific benefits	Benefits of each tool	For each AI based tool you have used, what specific benefits did you experience?
23	RQ3	Tool Specific challenges	Challenges of each tool	For each AI based tool you have used, what specific challenges or limitations did you experience?
24	RQ3	Tool comparison	Differences between tools	How do the AI based tools you have used differ from one another in supporting speaking practice?
25	RQ3	Tool preference	Reasons for choosing tools	Which AI based tool do you prefer for speaking practice, and why?

Through the semi structured interview, the researcher could obtain richer explanations that were not fully captured in the questionnaire. The use of both questionnaire and semi structured interview enabled the researcher to collect complementary data. The questionnaire provided general patterns of students'

perceptions and tool use, while the interview provided deeper explanations of students' experiences with specific AI based tools for speaking practice.

H. Data Collection Technique

Since this study used an explanatory sequential mixed methods design, the data were collected in two phases: the quantitative phase and the qualitative phase. The quantitative phase was conducted first through a structured questionnaire, while the qualitative phase was conducted afterward through semi structured interviews. The qualitative data were used to explain and elaborate the results obtained from the questionnaire.[114]

1. Questionnaire (Quantitative Phase)

In the quantitative phase, the researcher distributed a structured questionnaire to eighth semester students of the English Tadris Study Program of IAIN Curup who had prior experience using AI based tools for speaking practice.[115] The questionnaire was distributed online using Google Form to make it easier for participants to access and complete the instrument.

Before answering the questionnaire, participants were informed about the purpose of the study and were asked to participate voluntarily. The questionnaire collected data related to students' background information, the types of AI based tools they used for speaking practice, their general perceptions of AI based tools, perceived benefits, perceived challenges, and Tool Specific benefits and challenges.

The items related to students' perceptions, benefits, and challenges were measured using a five point Likert scale ranging from Strongly Disagree (1)

[114] Creswell and Plano Clark, *Designing and Conducting Mixed Methods Research*.
[115] Creswell and Plano Clark, *Designing and Conducting Mixed Methods Research*.

to Strongly Agree (5). Meanwhile, the items related to the types of AI tools used by students were collected through multiple choice, checklist, and short answer questions. This format allowed the researcher to identify not only students' perception levels, but also the specific AI tools used by the participants.

2. Semi Structured Interview (Qualitative Phase)

After the questionnaire data had been collected and analyzed, the researcher conducted semi structured interviews with selected participants. The interview participants were chosen based on the results of the questionnaire to represent different perception categories and different experiences in using AI based tools. For example, participants could be selected from those who showed positive perceptions, moderate perceptions, or responses indicating challenges.

The semi structured interview was used to obtain deeper explanations of students' questionnaire responses.[116] The interview questions focused on students' experiences in using AI based tools for speaking practice, their reasons for choosing particular tools, the benefits they experienced from each tool, and the challenges they encountered while using those tools. The interview also explored students' opinions about whether AI based tools could support or complement teacher and peer feedback in speaking practice.

The interviews were conducted either face to face or online, depending on participants' availability. With participants' consent, the interviews were recorded and later transcribed for analysis. The interview data were used to

[116] Steinar Kvale, *Doing Interviews* (London: SAGE Publications, 2007).

support, clarify, and explain the quantitative findings, especially the findings related to the types of AI tools used by students and the perceived benefits and challenges of each tool.

Through these two data collection techniques, the researcher was able to obtain both general patterns and detailed explanations. The questionnaire provided numerical and categorical data, while the semi structured interview provided deeper qualitative insights into students' experiences with AI based tools for speaking practice.

I. Data Analysis Technique

This study employed a sequential explanatory mixed methods design, in which quantitative data were collected and analyzed first, followed by qualitative data to further explain and deepen the quantitative findings. Before analyzing the main data, the questionnaire instrument was first tested for validity and reliability to ensure that the instrument used was appropriate and consistent in measuring the intended variables. The validity and reliability tests were conducted using IBM SPSS Statistics version 27. Only items that met the validity and reliability criteria were included in the subsequent descriptive statistical analysis.[117]

1. Quantitative Data Analysis

The quantitative data in this study were obtained from a questionnaire administered to eighth semester students of the English Tadris Study Program. After the instrument was declared valid and reliable, the quantitative data were analyzed using descriptive statistical analysis to

[117] Creswell and Creswell, *Research Design*, 60.

identify patterns, tendencies, and frequencies of students' responses regarding the use of AI tools, perceptions, and perceived benefits and challenges.

a. Validity Test

The validity test in this study was processed using IBM SPSS Statistics version 27. The validity test is used to measure whether each questionnaire item is valid or not by comparing the corrected item total correlation (r-count) with the r-table value at a significance level of 5% with a sample size of 29 respondents from the pilot test. An item is declared valid if r-count > r-table.[118] The r-table value at a significance level of 5% (n=29) is 0.367.[119]

Table 3.3 Validity Test Results

Item	**r-count**	**r-table(5%, n=29)**	**Status**
General Perceptions (RQ 2)			
GP1	0.900	0.367	Valid
GP2	0.735	0.367	Valid
GP3	0.825	0.367	Valid
GP4	0.687	0.367	Valid
GP5	0.794	0.367	Valid
GP6	0.717	0.367	Valid
GP7	0.863	0.367	Valid
GP8	0.573	0.367	Valid
Perceived Benefits (RQ 3)			
PB1	0.691	0.367	Valid
PB2	0.368	0.367	Valid
PB3	0.794	0.367	Valid
PB4	0.828	0.367	Valid
PB5	0.540	0.367	Valid
PB6	0.553	0.367	Valid

[118] Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed. (New York: McGraw-Hill, 2012), 100.

[119] Sugiyono, *Metode Penelitian Pendidikan*, 185.

PB7	0.803	0.367	Valid
PB8	0.600	0.367	Valid
PB9	0.538	0.367	Valid
PB10	0.569	0.367	Valid
Perceived Challenges (RQ 3)			
PC1	0.673	0.367	Valid
PC2	0.614	0.367	Valid
PC3	0.537	0.367	Valid
PC4	0.797	0.367	Valid
PC5	0.564	0.367	Valid
PC6	0.622	0.367	Valid
PC7	0.658	0.367	Valid
PC8	0.494	0.367	Valid
PC9	0.455	0.367	Valid
PC10	0.586	0.367	Valid
Tool Specific Benefits & Challenges (RQ 3)			
TSB1	0.393	0.367	Valid
TSB2	0.618	0.367	Valid
TSB3	0.608	0.367	Valid
TSB4	0.788	0.367	Valid
TSB5	0.594	0.367	Valid
TSC1	0.523	0.367	Valid
TSC2	0.381	0.367	Valid
TSC3	0.773	0.367	Valid
TSC4	0.469*	0.367	Valid

.

Table 3.3 shows that all questionnaire items have r-count values greater than the r-table value (0.367), indicating that all items are valid and suitable for measuring the intended constructs.[120]

*It should be noted that item TSC4 was inadvertently omitted from the questionnaire distributed during the pilot test and was therefore not included in the original pilot validity test together with the other eight

[120] Sugiyono, *Metode Penelitian Pendidikan*, 188.

items. To ensure that TSC4 still met the required validity standard before being retained in the final instrument, its item-total correlation was subsequently verified using responses from the first 29 respondents (by submission order) drawn from the main data collection (eighth semester students), applying the same statistical procedure and significance criterion (r-table = 0.367, n = 29, α = 5%) used in the original pilot test. The result confirmed that TSC4 was valid (r-count = 0.469 > r-table = 0.367) and was therefore retained in the final version of the instrument.

b. Reliability Test

In the reliability test, all valid items were included, while invalid items were not included in the reliability test. Reliability measurement can be done using the Cronbach's Alpha statistical test. An instrument is declared reliable if the Cronbach's Alpha value is greater than 0.60.[121]

Table 3.4 Reliability Test Results

Research Question	Dimension	Cronbach's Alpha	N of Items	Category
RQ 2	General Perceptions (Usefulness, Ease of Use, Intention)	0.892	8	Highly Reliable
RQ 3	Perceived Benefits	0.814	10	Highly Reliable
	Perceived Challenges	0.799	10	Reliable
	Tool Specific Benefits &	0.706	8	Reliable

[121] Keith S. Taber, "The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education," *Research in Science Education* 48, no. 6 (2018): 1273–1296.

	Challenges			

Note: Cronbach's Alpha for the Tool Specific Benefits and Challenges dimension was computed using the eight items available during the pilot test (TSB1–TSB5, TSC1–TSC3). Item TSC4 was validated separately (see Table 3.3) but could not be included in this reliability computation, as Cronbach's Alpha requires item scores from the same set of respondents, and TSC4 responses were obtained from a different sample than the original pilot participants.

All dimensions have Alpha values well above 0.60, meaning the instrument is reliable/consistent in measuring each of its constructs. The General Perceptions dimension obtained the highest Cronbach's Alpha value (0.892), indicating excellent internal consistency, while the Tool Specific dimension, despite having the lowest Alpha (0.706), still exceeds the acceptable threshold.[122]

c. Descriptive Statistics

After the instrument was declared valid and reliable, the quantitative data were analyzed using descriptive statistical analysis. The data were obtained from the questionnaire distributed to eighth semester students of the English Tadris Study Program. Descriptive statistical analysis was used to identify patterns, tendencies, and frequencies of students' responses regarding the use of AI tools, perceptions, and perceived benefits and challenges.

Each questionnaire item was measured using a five point Likert scale, consisting of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D),

[122] Taber, "The Use of Cronbach's Alpha," 1280.

and Strongly Disagree (SD). The responses were tabulated and calculated to obtain frequencies and percentages. The percentage formula proposed by Sugiyono was applied to analyze the data:[123]

$$\mathbf{P = (F / N) \times 100\%}$$

Where:

P = Percentage

F = Frequency of responses

N = Total number of respondents

The results of the quantitative analysis were presented in the form of tables and descriptive explanations. These findings were used to identify dominant trends and significant issues that required further exploration through qualitative analysis.

After calculating the frequencies and percentages, the mean score for each questionnaire item was computed using the formula:

$$\mathbf{Mean = \Sigma(F \times X) / N}$$

Where

F = frequency of each response

X = Likert scale value

N = Total number of respondents

The mean scores were then interpreted using the following criteria:[124]

Table 3.5 Criteria for Mean Interpretation

Mean Range	Interpretation	Category

[123] Sugiyono, *Metode Penelitian Pendidikan*, 199.

[124] Eko Putro Widoyoko, *Teknik Penyusunan Instrumen Penelitian* (Yogyakarta: Pustaka Pelajar, 2012), 135.

4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Neutral	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

Furthermore, Sub Means were calculated for each dimension (e.g., General Perceptions, Perceived Benefits, Perceived Challenges) by averaging the mean scores of all items within that dimension. This allowed the researcher to identify which aspects of AI use, perceptions, and challenges were most prominent among students.

2. Qualitative Data Analysis

The qualitative data obtained from the semi structured interviews were analyzed using the interactive model of qualitative data analysis developed by Miles and Huberman. This model was chosen because it provides a systematic yet flexible framework for managing, presenting, and interpreting qualitative data, particularly in mixed methods research where qualitative findings are used to explain and elaborate quantitative results.[125] The model consists of three concurrent and interactive components: data reduction, data display, and conclusion drawing and verification, which function as a continuous and iterative process rather than a strictly linear sequence, allowing the researcher to move back and forth between the three components as understanding of the data develops.

The analysis process was conducted as follows:

[125] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks, CA: Sage Publications, 2014), 31–33.

a. Data Reduction

Data was carried out by transcribing all audio recorded interviews verbatim and reading the transcripts repeatedly to gain a thorough understanding of the depth and breadth of the participants' responses. During this stage, meaningful statements related to the research questions—such as types of AI tools used, perceived benefits, perceived challenges, and students' overall perceptions—were identified and labeled with initial codes. Because this study employed a sequential explanatory design, in which the qualitative phase was intended to explain and elaborate the dimensions already identified in the quantitative phase, the initial coding categories were derived from the same theoretical frameworks used to construct the questionnaire. This deductive starting point allowed the interview data to be systematically connected to the quantitative dimensions it was intended to explain. At the same time, the coding process remained open to data segments that did not fit within these predetermined categories; such segments were coded separately and were later developed into additional categories once a consistent pattern emerged across participants.[126]

b. Data Display

Data was conducted by organizing the reduced and coded data into matrices to enable systematic comparison across participants. Each matrix presented the coded categories—such as types of AI tools used, perceived

[126] Miles, Huberman, and Saldaña, *Qualitative Data Analysis*, 12–14.

benefits, perceived challenges, and Tool Specific experiences—as rows, with the three participant groups (High Perception, Moderate Perception, and Low Perception) presented as columns. This matrix display made it possible to identify similarities, differences, and contrasting patterns of AI use, perceptions, and experiences across the three groups in a structured and traceable manner.[127]

c. Conclusion Drawing and Verification

interpreting the patterns observed within each matrix. Interpretive statements were drawn describing how participants' experiences converged or diverged across the coded categories. These interpretations were continuously verified by comparing them against the quantitative findings obtained from the same dimensions, in line with the explanatory purpose of the sequential mixed methods design. The verification process also involved checking for consistency across participants' accounts and ensuring that the conclusions were grounded in the data rather than based on the researcher's assumptions. Categories that emerged from the data but were not anticipated by the initial theoretical framework were retained as additional findings once their patterns were confirmed across multiple participants' accounts.[128]

The results of this qualitative analysis were then integrated with the quantitative findings to provide a comprehensive, explanatory understanding of EFL students' perceptions of AI based tools for speaking practice, in accordance with the sequential explanatory design.

[127] Miles, Huberman, and Saldaña, *Qualitative Data Analysis*, 108–112.
[128] Miles, Huberman, and Saldaña, *Qualitative Data Analysis*, 14–15.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. It is organized to answer the three research questions posed in this research. Because this study employs an explanatory sequential mixed-methods design, the quantitative findings are presented first, followed by the qualitative findings. The quantitative data were obtained from a structured questionnaire distributed to 42 valid respondents (eighth-semester students of the English Tadris Study Program at IAIN Curup who had prior experience using AI-based tools for speaking practice). The qualitative data were obtained from semi-structured interviews with six participants selected purposively based on the questionnaire results, representing different perception categories (High Perception Group, Moderate Perception Group, and Low Perception Group) as defined in the sampling criteria in Chapter III.[129]

In this chapter, the Findings section presents the data in the form of tables and brief descriptive summaries, while the Discussion section interprets the findings by connecting them to the theoretical framework and previous studies.

A. FINDINGS

This section presents the results of the quantitative and qualitative data analysis. The findings are organized according to the three research questions. Prior to presenting the findings for each research question, the criteria for interpreting the mean scores and the demographic profile of the respondents are first presented to provide context for the subsequent analysis.

[129] Creswell and Plano Clark, *Designing and Conducting Mixed Methods Research*, 90.

1. Preliminary Findings

a. Criteria for Mean Interpretation

The following table presents the criteria used to interpret the mean scores of the questionnaire responses. These criteria are adapted from Widoyoko and are applied consistently throughout this chapter.

Table 4.1 Criteria for Mean Interpretation

Mean Range	Interpretation	Category
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Neutral	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The table above serves as the benchmark for determining the level of students' agreement with each statement in the questionnaire. A mean score falling within the range of 4.21 to 5.00 indicates that students "Strongly Agree" with the statement, reflecting a "Very High" level of the measured aspect. A mean score between 3.41 and 4.20 indicates that students "Agree," reflecting a "Positive" level. Conversely, mean scores below 2.61 indicate lower levels of agreement. This interpretation framework allows the researcher to systematically categorize the level of AI integration, perceptions, benefits, and challenges among the students.[130]

b. Demographic Profile of Respondents

[130] Widoyoko, *Teknik Penyusunan Instrumen Penelitian*, 135.

A total of 42 eighth semester students from the English Tadris Study Program at IAIN Curup participated in this study. All respondents had prior experience using AI based tools for speaking practice. Table 4.2 presents the demographic profile of the respondents.

Table 4.2 Demographic Profile of Respondents (N = 42)

Item	Category	Frequency	Percentage
Semester	Eighth semester	42	100%
Prior Experience	Yes	42	100%
Length of Use	1-3 months	22	52.4%
	More than 6 months	9	21.4%
	4-6 months	7	16.7%
	Less than 1 month	4	9.5%
Frequency of Use	Several times a week	15	35.7%
	Once a week	11	26.2%
	1-2 times a month	14	33.3%
	Almost every day	2	4.8%
Learning Context	Independent practice	32	76.2%
	Classroom activity	14	33.3%
	Assignment	10	23.8%
	Peer practice	5	11.9%

Note: Respondents could select more than one learning context, so percentages sum to over 100%.

Table 4.2 shows that the majority of respondents (52.4%) had been using AI tools for 1-3 months, while 21.4% had used them for more than six months. In terms of frequency, 35.7% used AI tools several times a week, 33.3% used them 1-2 times a month, and 26.2% used them once a week. The most common learning context was independent practice (76.2%), suggesting that students predominantly use AI tools for self-directed learning outside the classroom. However,

a notable proportion also used AI in classroom activities (33.3%) and for assignments (23.8%).

2. Types of AI-Based Tools Used for Speaking Practice

The first research question sought to identify the types of AI-based tools used by EFL students for speaking practice at the English Tadris Study Program of IAIN Curup.

a. Quantitative Findings

The quantitative data for RQ1 are presented in Tables 4.3 through 4.6.

Table 4.3 AI-Based Tools Used for Speaking Practice

(Checklist, Multiple Responses)

AI Tool	Frequency	Percentage
Duolingo speaking exercises	21	50.0%
ChatGPT voice/conversation mode	19	45.2%
Google Translate voice input	17	40.5%
Google Speech Recognition/Voice Typing	10	23.8%
ELSA Speak	7	16.7%
Gemini voice	6	14.3%
Text-to-speech application	4	9.5%
Stimuler	1	2.4%
AI speaking assessment tool	1	2.4%

Table 4.3 shows that the most widely used tool was Duolingo speaking exercises, used by 50.0% of respondents, followed by ChatGPT voice/conversation mode 45.2%. Google Translate voice input was used by 40.5%, while Google Speech Recognition/Voice Typing was used by 23.8%.

To situate these findings within the classification framework outlined in Chapter II, the nine AI-based tools identified in Table 4.3 can be mapped onto the five types of AI-based speaking tools proposed by Zou et al., Sun, and Amin. Duolingo speaking exercises (50.0%) and ELSA Speak (16.7%) fall under Pronunciation-Focused Tools; Google Translate voice input (40.5%) and Google Speech Recognition/Voice Typing (23.8%) fall under Speech Recognition Tools; ChatGPT voice/conversation mode (45.2%) and Gemini voice (14.3%) fall under AI Chatbot and Conversational Tools; the text-to-speech application (9.5%) falls under Text-to-Speech Tools; and the AI speaking assessment tool and Stimuler (2.4% each) fall under AI-Based Speaking Assessment Tools. This mapping shows that students relied most heavily on Pronunciation-Focused and Speech Recognition Tools, followed closely by Chatbot and Conversational Tools, while Text-to-Speech and Assessment Tools were used far less frequently. This pattern is consistent with the earlier finding that practicing pronunciation was the most common purpose for AI tool use (69.0%), and it indicates that the classification framework proposed in Chapter II is empirically reflected in students' actual tool-use behavior.

Table 4.4 Most Frequently Used AI Tool for Speaking Practice

AI Tool	Frequency	Percentage
Duolingo speaking exercises	16	38.1%
ChatGPT voice/conversation mode	8	19.0%

Google Translate voice input	8	19.0%
Google Speech Recognition/Voice Typing	4	9.5%
Gemini voice	3	7.1%
ELSA Speak	2	4.8%
Stimuler	1	2.4%
Total	42	100%

When asked which tool they used most frequently, Duolingo speaking exercises ranked first (38.1%), followed by ChatGPT voice/conversation mode and Google Translate voice input, which were tied at 19.0%.

Table 4.5 Purposes of Using AI-Based Tools for Speaking Practice

Purpose	Frequency	Percentage
Practicing pronunciation	29	69.0%
Practicing fluency	24	57.1%
Practicing conversation	23	54.8%
Improving confidence	13	31.0%
Preparing speaking ideas	11	26.2%
Listening to pronunciation models	11	26.2%
Reducing speaking anxiety	10	23.8%
Receiving speaking feedback	8	19.0%

The primary purpose for using AI tools was practicing pronunciation (69.0%), followed by practicing fluency (57.1%) and practicing conversation (54.8%).

Table 4.6 Features Used in AI-Based Speaking Tools

Feature	Frequency	Percentage

Voice input	20	47.6%
Conversation simulation	19	45.2%
Pronunciation score	16	38.1%
Automated correction	16	38.1%
Speech recognition	13	31.0%
Text-to-speech model	9	21.4%
Speaking task/assessment	8	19.0%

The most frequently used features were voice input (47.6%) and conversation simulation (45.2%).

b. Qualitative Findings

To gain a deeper understanding of the quantitative findings, semi-structured interviews were conducted with six participants. Table 4.7 presents the profile of the interview participants, while Tables 4.8 and 4.9 present the qualitative findings for RQ1.

Table 4.7 Profile of Interview Participants

Code	Semester	AI Tools Used	Mean Perception Score	Perception Category	Reason for Selection
P1	8	ChatGPT, Claude, Duolingo	5.00	High Perception Group	Highest perception scores; uses multiple tools
P2	8	ChatGPT, Gemini	2.86	Low Perception Group	Lowest perception scores; provides critical perspective

P3	8	Gemini, Stimuler	3.80	Moderate Perception Group	Moderate perception; high challenges with speech recognition
P4	8	Gemini, ChatGPT	4.51	High Perception Group	High perception; values voice-based AI
P5	8	Gemini, ChatGPT, ELSA Speak	4.08	High Perception Group	High perception; uses specialized pronunciation tool
P6	8	ChatGPT, Grammarly, Claude, Perplexity	3.00	Moderate Perception Group	Moderate/neutral perception; represents balanced view

Table 4.8 Qualitative Findings: Types of AI Tools Used Across Perception Categories

Participant	**AI Tools Used**	**Most Frequent Tool**	**Context/Purpose**
High Perception Group			
P1	ChatGPT, Claude, Duolingo	ChatGPT	Preparation for presentations; requesting scripts and feedback; daily vocabulary practice
P4	Gemini, ChatGPT	Gemini (voice mode)	Casual conversation, pronunciation practice, and debate simulation
P5	Gemini, ChatGPT, ELSA Speak	Gemini	Speaking practice, information seeking, and pronunciation correction
Moderate Perception Group			

P3	Gemini, Stimuler	Gemini	Casual conversation practice; structured speaking exercises; pronunciation feedback
P6	ChatGPT, Grammarly, Claude, Perplexity	ChatGPT (Voice Command)	Self-learning, conversation practice, and speaking skill development
Low Perception Group			
P2	ChatGPT, Gemini	ChatGPT	General speaking practice, exam preparation, and conversation simulation

Table 4.8 shows that ChatGPT and Gemini were the most commonly used tools across participants. P1 and P2 preferred ChatGPT, while P3, P4, and P5 preferred Gemini. P5 was the only participant who explicitly used ELSA Speak for pronunciation-specific practice.[131]

Table 4.9 Qualitative Findings: Purposes and Strategies of AI Tool Use

Participant	Primary Purpose	Strategy of Use	Perceived Tool Differentiation
P1	Presentation preparation and feedback	Uses ChatGPT for scripts and feedback; Duolingo for daily vocabulary	"Duolingo is great for daily practice. ChatGPT and Claude are more for preparation."
P2	General conversation practice	Uses ChatGPT for exam preparation and conversation	Views ChatGPT as all-purpose tool

[131] Interview transcripts, 2026.

		simulation	
P3	Pronunciation and structured practice	Uses Gemini for casual conversation; Stimuler for structured pronunciation exercises	"Stimuler provides more structured pronunciation feedback."
P4	Daily speaking practice	Uses Gemini voice mode for daily conversation practice	Values Gemini's voice-based interaction
P5	Pronunciation correction and speaking practice	Uses Gemini for speaking; ELSA Speak for pronunciation; ChatGPT for information	"Gemini usually helps our speaking. ChatGPT usually helps find information. ELSA Speak usually helps with pronunciation."
P6	Self-learning and skill development	Uses multiple tools for different purposes	Uses ChatGPT voice command for speaking practice

The qualitative data reveal that students are not passive consumers of AI tools but active curators who differentiate between tools based on their specific affordances. P5's statement "Gemini usually helps our speaking. ChatGPT usually helps find information. ELSA Speak usually helps with pronunciation" exemplifies this strategic differentiation.

3. Students' Perceptions of AI based Tools

The second research question sought to investigate EFL students' perceptions of using AI-based tools for speaking practice.

a. Quantitative Findings

Perceptions were measured through eight items on general perceptions (Section C) using a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The overall mean score for this section was 3.76, which falls within the positive category (3.41–4.20). Sub-means were calculated for each sub-dimension to provide a more nuanced understanding of students' perceptions.

Table 4.10 Descriptive Statistics of General Perceptions with Sub-Means

Item	Mean	SD	Category
Perceived Usefulness	3.73	—	High
GP1. AI tools are useful	3.69	0.87	High
GP3. Features match my learning needs	3.69	0.90	High
GP6. AI is appropriate as additional support	3.74	0.91	High
GP7. I trust AI as a supportive resource	3.79	0.78	High
Perceived Ease of Use	3.81	—	High
GP2. AI tools are easy to operate	3.79	1.00	High
GP5. I feel comfortable practicing with AI	3.83	0.85	High

Perceived Engagement	3.74	—	High
GP4. AI makes practice more engaging	3.74	0.99	High
Behavioral Intention	3.86	—	High
GP8. I intend to continue using AI	3.86	0.93	High
Overall Mean	3.76	—	High

Table 4.10 shows that the highest-rated sub-dimension was Behavioral Intention (3.86), followed by Perceived Ease of Use (3.81) and Perceived Engagement (3.74). Perceived Usefulness recorded the lowest sub-dimension score (3.73); within it, GP1 (general usefulness) and GP3 (feature suitability) received the lowest item ratings among all General Perceptions items (both 3.69), indicating that while students find AI tools easy to use and intend to keep using them, they are less convinced that the features are specifically tailored to their learning needs or that the tools are broadly useful.[132]

Table 4.11 Frequency Distribution of General Perceptions

Item	Agree + Strongly Agree
GP5. Comfortable practicing	78.6%
GP2. Easy to operate	76.2%
GP8. Intend to continue	73.8%
GP6. Appropriate as support	71.4%
GP7. Trust as resource	71.4%
GP4. Engaging	66.7%
GP1. Useful	66.7%
GP3. Features match needs	59.5%

[132] Questionnaire data, 2026; see also Davis, "Perceived Usefulness," 319–340.

Table 4.11 confirms that the majority of students held High perceptions, with 78.6% agreeing or strongly agreeing that they feel comfortable practicing with AI, and 76.2% agreeing that AI tools are easy to operate.

b. Qualitative Findings

Table 4.12 Qualitative Findings: Students' Perceptions

Participant	Perceived Usefulness	Perceived Ease of Use	Motivation & Engagement	Perceived Role of AI
High Perception Group				
P1	Very useful; helps with fluency and script preparation	Easy to operate; first use was straightforward	Highly motivated; can access AI anytime	"The role of AI should be adaptable. When we need it to be a teacher, it can be a teacher. When we need it to be a friend, it can be a friend."
P4	Very significant; fills the gap in real-life speaking opportunities	Initially confusing due to speech recognition issues	Highly motivated; uses AI to practice daily	Values voice-based interaction for daily practice
P5	Useful; helps with speaking and pronunciation	Easy to use; features are easy to find	More motivated; AI provides a non-judgmental space	Uses AI as a supplementary tool for pronunciation and speaking
Moderate Perception Group				
P3	Useful but has limitations; feedback	Interface is intuitive; easy to learn	Motivation fluctuates depending on technical	"I think AI's role is as a practice companion.

	sometimes lacks depth		issues	Not a friend, not a teacher either."
P6	Very helpful; improves confidence and speaking skills	Easy to use; like talking to a friend	Highly motivated; enjoys the interactive experience	Uses AI as a conversation partner
Low Perception Group				
P2	Useful but not essential; motivation comes from films	Easy to operate; no significant difficulties	Not strongly affected by AI; motivation is intrinsic	"I prefer it as a teacher because there are many aspects of speaking I might miss."

Table 4.12 indicates that all participants perceived AI as useful, though the degree of usefulness varied. P2 and P3 expressed moderate perceptions, while P1, P4, P5, and P6 expressed high perceptions. In terms of ease of use, most participants found AI tools relatively easy to operate, although P4 reported initial confusion due to speech recognition challenges. Notably, participants' perceptions of AI's role varied considerably from adaptable partner (P1) to teacher (P2) to practice companion (P3) suggesting that students' perceptions are shaped by their individual learning styles, needs, and previous experiences.

4. Perceived Benefits and Challenges

The third research question sought to identify the perceived benefits and challenges of using AI-based tools for speaking practice,

as well as the tool-specific benefits and challenges associated with each AI tool used by students.

a. Quantitative Findings

1) Perceived Benefits

Ten items measured students' perceived benefits (Section D). The overall mean score was 3.90 (High category). Sub-means were calculated for each benefit dimension.

Table 4.13 Descriptive Statistics of Perceived Benefits with Sub-Means

Item	Mean	SD	Category
Flexibility & Accessibility	3.94	—	High
PB2. Practice anytime/anywhere (Flexibility)	4.05	0.88	High
PB1. More practice opportunities	3.83	0.85	High
Pronunciation & Fluency Support	3.92	—	High
PB3. Improve pronunciation	4.05	0.79	High
PB4. Practice fluency	3.79	0.84	High
Immediate Feedback	3.85	—	High
PB5. Immediate feedback	3.69	0.87	High
PB6. Notice mistakes	4.00	0.73	High
Confidence & Anxiety Reduction	3.84	—	High
PB8. Become more confident	3.88	0.83	High
PB9. Reduce anxiety	3.79	0.90	High
Learner Autonomy	3.98	—	High
PB7. Prepare ideas/vocabulary	4.07	0.75	High

PB10. Independent practice management	3.88	0.74	High
Overall Mean	3.90	—	High

The highest-rated benefit sub-dimension was Learner Autonomy (3.98), followed by Flexibility & Accessibility (3.94) and Pronunciation & Fluency Support (3.92). The benefit related to immediate feedback received the lowest item-level score (PB5, 3.69), and Confidence & Anxiety Reduction (3.84) was the lowest-rated sub-dimension overall, although all sub-dimensions remained within the High category.

Table 4.14 Frequency Distribution of Perceived Benefits (Agree + Strongly Agree)

Benefit	Percentage
Flexibility (anytime/anywhere)	83.3%
Noticing mistakes	83.3%
Pronunciation improvement	81.0%
Preparation of ideas/vocabulary	81.0%
Independent practice	76.2%
More practice opportunities	73.8%
Confidence building	73.8%
Fluency improvement	71.4%
Immediate feedback	69.0%

Anxiety reduction	66.7%

Table 4.14 shows that flexibility (anytime/anywhere) and noticing mistakes were the most strongly endorsed benefits, both at 83.3%, while anxiety reduction (66.7%) was the least endorsed.

2) Perceived Challenges

Ten items measured students' perceived challenges (Section E). The overall mean score was 3.63, indicating that students do face notable obstacles. Sub-means were calculated for each challenge dimension.

Table 4.15 Descriptive Statistics of Perceived Challenges with Sub-Means

Item	Mean	SD	Category
Speech Recognition Accuracy	3.40	—	High
PC1. Inaccurate feedback	3.31	0.98	High
PC2. Speech recognition issues	3.48	0.83	High
Unclear/General Feedback	3.41	—	High
PC3. Feedback too general/unclear	3.48	0.83	High
PC4. Unclear corrective guidance	3.33	1.07	High
Lack of Human Interaction	3.78	—	High
PC5. Limited natural interaction	3.76	0.96	High
PC6. Cannot replace teacher/peer feedback	3.79	1.05	High
Technical Problems & Access	3.93	—	High
PC7. Technical problems	3.88	0.99	High

PC8. Limited access/paid features	3.98	0.87	High
Need for Teacher Guidance	3.67	—	High
PC9. Difficult to choose right tool	3.76	0.91	High
PC10. Need guidance from teachers	3.57	1.04	High
Overall Mean	3.63	—	High

The highest-rated challenge sub-dimension was Technical Problems & Access (3.93), followed by Lack of Human Interaction (3.78) and Need for Teacher Guidance (3.67). Limited access due to paid features (3.98) was the single highest-rated challenge item, while general technical problems (3.88) were the second highest.

Table 4.16 Frequency Distribution of Perceived Challenges (Agree + Strongly Agree)

Challenge	Percentage
Limited natural interaction	71.4%
Limited access/paid features	71.4%
Cannot replace teacher/peer feedback	69.0%
Technical problems (internet/device)	66.7%
Difficult to choose right tool	64.3%
Need teacher guidance	54.8%
Speech recognition issues	52.4%
Feedback too general/unclear	52.4%
Unclear corrective guidance	52.4%
Inaccurate feedback	50.0%

71.4% of students agreed that limited natural interaction with AI and paid or limited access to features were the most commonly experienced challenges, while 69.0% agreed that AI cannot fully replace human feedback.

3) Tool-Specific Benefits and Challenges

The questionnaire also measured tool-specific benefits (Section F) and challenges (Section G) using Likert-scale items, with students evaluating the tool they used most frequently.

Table 4.17 Tool-Specific Benefits with Sub-Means

Item	Mean	SD	Category
Practical Use	3.90	—	High
This tool helps me practice pronunciation	3.90	0.82	High
This tool helps me practice fluency/conversation	3.86	0.75	High
This tool helps me prepare ideas/vocabulary/responses	3.93	0.78	High
Affective & Feedback	3.91	—	High
This tool provides useful feedback	3.86	0.81	High
This tool helps me feel more confident	3.95	0.85	High
Overall Mean	3.90	—	High

Table 4.18 Tool-Specific Challenges with Sub-Means

Item	Mean	SD	Category
Technical & Recognition Issues	3.70	—	High
Tool misrecognizes speech or gives inaccurate feedback	3.60	0.89	High

Technical problems/access limit use	3.79	1.00	High
Interaction & Feedback Use	3.60	—	High
Interaction feels limited/less natural	3.64	0.93	High
Difficult to understand/apply feedback	3.55	0.86	High
Overall Mean	3.65	—	High

Confidence-building support received the highest rating (3.95), while technical problems and access limitations (3.79) were the most prominent tool-specific challenge.

b. Qualitative Findings

Table 4.19 Qualitative Findings: Perceived Benefits and Challenges

Participant	Perceived Benefits	Perceived Challenges
High Perception Group		
P1	Flexibility; pronunciation support (via sources); simplification of complex sentences; vocabulary building (Duolingo)	Speech recognition issues (Duolingo); paid features; limitations; unclear feedback depending on prompts
P4	Pronunciation improvement; fluency; immediate feedback; confidence; reduced anxiety	Speech recognition misinterpreting context; technical problems (internet)
P5	Flexibility; pronunciation support; fluency; confidence; non-judgmental environment	Speech recognition issues; vague/general feedback; internet problems; paid features
Moderate Perception Group		

P3	Fluency improvement; awareness of pronunciation errors; flexibility of Gemini; personalization (Stimuler)	Speech recognition inaccuracies; unclear/ambiguous feedback; internet problems; limited access to premium features
P6	Increased confidence; improved pronunciation and fluency; vocabulary expansion; speaking skill development	Inconsistent feedback; over-sharing information; limited features (free version); less natural than human interaction
Low Perception Group		
P2	Pronunciation support; grammar correction; immediate feedback; confidence building	Lack of human interaction/emotion; technical issues (internet); speech recognition inaccuracies

Table 4.19 shows that the most consistently reported benefits across all perception categories were flexibility, pronunciation support, fluency improvement, and confidence building. The most consistently reported challenges were speech recognition issues, technical problems (internet), and limited access due to paid features. Notably, participants in the Low and Moderate Perception Groups more frequently reported challenges related to the lack of human interaction and unclear feedback, suggesting that perception intensity may influence how students evaluate the limitations of AI tools.

Table 4.20 Tool-Specific Benefits and Challenges Matrix

Tool	Key Benefits	Key Challenges	Participant

Gemini	Flexibility; casual conversation practice; easy to use; voice-based interaction	Speech recognition misinterpreting context; internet problems; limited premium features	P3, P4, P5
ChatGPT	Preparation for presentations; idea generation; script/feedback; information seeking	Insufficient/generic feedback; sometimes doesn't match needs; lacks pronunciation assessment	P1, P2, P6
Duolingo	Daily vocabulary practice; structured exercises; gamification	Speech recognition issues; repetitive content; limited conversation practice	P1
ELSA Speak	Targeted pronunciation correction; detailed feedback	Limited to pronunciation; no conversation practice	P5
Stimuler	Structured pronunciation exercises; personalization	Limited access to premium features	P3

Table 4.20 reveals that students have developed a nuanced understanding of the specific affordances of each AI platform. Gemini is perceived as a flexible conversational partner; ChatGPT as an information and preparation resource; Duolingo as a daily vocabulary builder; ELSA Speak as a targeted pronunciation correction tool; and Stimuler as a structured pronunciation exercise platform. This strategic differentiation demonstrates that students exercise agency in their learning they are not passive consumers of technology but active curators of their own learning environments.

Table 4.21 Summary of Key Findings Across Research Questions

Research Question	Key Quantitative Finding	Key Qualitative Finding
Types of AI Tools Used	Duolingo (50.0%) and ChatGPT (45.2%); Google Translate (40.5%); Gemini (14.3%)	Students strategically combine tools: Gemini for conversation, ChatGPT for preparation, ELSA Speak for pronunciation
Students' Perceptions	Overall mean 3.76 (Positive); highest: Behavioral Intention (3.86); lowest: Perceived Usefulness (3.73)	Perceptions vary by individual learning styles; AI role perceived as teacher, friend, or companion depending on student
Perceived Benefits & Challenges	Benefits: Learner Autonomy (3.98), Flexibility & Accessibility (3.94), Pronunciation & Fluency Support (3.92); Challenges: Technical Problems & Access (3.93), Lack of Human Interaction (3.78), Need for Teacher Guidance (3.67)	Most consistent benefits: flexibility, pronunciation, confidence; Most consistent challenges: speech recognition, technical issues, limited access

B. DISCUSSION

This section interprets the integrated findings presented in the previous section by connecting them to the theoretical framework—the Technology Acceptance Model (TAM) proposed by Davis and comparing them with previous studies discussed in Chapter II. The discussion is organized

according to the three research questions, followed by a synthesis of the overall findings.[133]

1. Types of AI based Tools Used

The findings for RQ1 reveal that EFL students at IAIN Curup use a diverse range of AI-based tools for speaking practice. The quantitative data showed that Duolingo speaking exercises was the most widely used tool, used by 50.0% of respondents, closely followed by ChatGPT voice/conversation mode at 45.2%. This means that roughly half of the students in this study have integrated these two platforms into their speaking practice routines. Google Translate voice input followed at 40.5%, while Google Speech Recognition/Voice Typing was used by 23.8%.

When viewed through the five-type classification framework applied earlier in this section, these results show that Pronunciation-Focused Tools and Speech Recognition Tools were the two most heavily used types, followed by Chatbot and Conversational Tools, while Text-to-Speech and Assessment Tools remained marginal. This supports the conceptual framework's assumption that the classification proposed by Zou et al., Sun, and Amin is relevant for capturing the diversity of AI-based tools adopted by EFL students in this context.

The high adoption rate of Duolingo speaking exercises (50.0%) and ChatGPT (45.2%) aligns with previous studies conducted in other EFL contexts. Binmahboob found that Saudi EFL students widely used

[133] Davis, "Perceived Usefulness," 319–340.

ChatGPT and similar generative AI tools for language learning, while Vo and Nguyen reported that Vietnamese EFL students adopted ChatGPT for various language learning purposes, although they noted that its usefulness for speaking was perceived as more neutral compared to writing.[134] The present study confirms ChatGPT's continued relevance in the Indonesian EFL context, but it also shows that Duolingo speaking exercises was in fact the most widely used tool overall, slightly ahead of ChatGPT. This suggests that students do not rely on a single tool: the near-equal adoption of Duolingo and ChatGPT indicates that students use specialized language learning applications alongside general-purpose AI chatbots. This dual usage pattern indicates that students recognize the distinct affordances of each tool: ChatGPT for open-ended conversation and preparation, and Duolingo for structured, gamified practice.

The primary purposes for using AI tools further illuminate how students integrate these technologies into their speaking development. The most frequently cited purpose was practicing pronunciation (69.0%), followed by practicing fluency (57.1%) and practicing conversation (54.8%). This ranking is significant because it shows that students prioritize the mechanical aspects of speaking (pronunciation) over the interactive aspects (conversation). This may reflect the challenges Indonesian EFL students face in pronunciation due to differences between Indonesian and English phonology, as noted by Mudawy, or it may indicate that students feel more comfortable practicing pronunciation with

[134] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 45–60; Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 199–218.

AI because it provides immediate, non judgmental feedback on a specific, measurable aspect of speech.

The most frequently used features were voice input (47.6%) and conversation simulation (45.2%). These figures indicate that students are not merely using AI for text based grammar or vocabulary support; they are actively engaging their spoken output. The use of voice input allows students to practice articulating words and phrases, while conversation simulation enables them to engage in simulated dialogues. This suggests that students are using AI tools in ways that directly target the oral components of speaking, which is consistent with the study's focus on speaking practice.

The qualitative data provide a deeper understanding of this strategic tool usage. P5, a participant in the High Perception Group, explicitly differentiated the functions of each tool: *"Gemini usually helps our speaking. ChatGPT usually helps find information. ELSA Speak usually helps with pronunciation."*[135]

This statement reveals that students do not treat AI tools as interchangeable. Instead, they have developed a nuanced understanding of the specific affordances of each platform. Gemini is perceived as a flexible conversational partner, ChatGPT as an information and preparation resource, and ELSA Speak as a targeted pronunciation correction tool. This strategic behavior is significant because it demonstrates that students exercise agency in their learning they are not passive consumers of

[135] P5 Interview transcript, 2026.

technology but active curators of their own learning environments. This finding supports the argument by Tai and Chen that different types of AI tools produce different effects on learners, and students should be guided to select tools based on their specific learning objectives.[136]

The predominance of voice input and conversation simulation, combined with the strategic differentiation of tools, suggests that students are using AI to address the specific challenges of speaking development identified in the literature: limited exposure, lack of practice opportunities, and insufficient feedback. By combining multiple tools, students create a more comprehensive practice environment than any single tool could provide. This pattern of multi tool usage is a contribution to the literature, as most previous studies have examined AI tools as a single category or focused on one specific application.[137]

2. Students' Perceptions of AI based Tools

The findings for RQ2 demonstrate that EFL students at IAIN Curup hold positive perceptions of AI-based tools for speaking practice. The overall mean score for general perceptions was 3.76 out of 5.00, which falls within the High category (3.41–4.20). This indicates that, on average, students agree with positive statements about AI tools. However, a score of 3.76 also suggests that students' perceptions are positive but not overwhelmingly so—there is room for improvement in how students perceive the usefulness, relevance, and engagement value of these tools.

a. Perceived Usefulness and Ease of Use

[136] Tai and Chen, "From Shy to Fly," 103501.
[137] Zou et al., "Exploring EFL Learners' Perceived Promise and Limitations," 103497.

Perceived Ease of Use recorded the second-highest sub-dimension mean (3.81), with 76.2% of students agreeing or strongly agreeing that AI tools are easy to operate. This is still a high percentage, indicating that the majority of students find AI tools user-friendly and accessible. This finding supports the Technology Acceptance Model (TAM) proposed by Davis, which posits that Perceived Ease of Use is a primary determinant of technology acceptance.[138] When students find a tool easy to use, they are more likely to adopt it and integrate it into their learning routines. The high ease-of-use perception may also reflect the design of popular AI tools like ChatGPT and Duolingo, which feature intuitive interfaces and minimal learning curves. Notably, in the corrected dataset the Behavioral Intention sub-dimension (mean 3.86) scored even higher than Perceived Ease of Use, suggesting that students' willingness to continue using AI tools is not driven by ease of use alone.

The qualitative data confirm this finding. P3, a participant in the Moderate Perception Group, stated: *"At first it wasn't really difficult. The interface is quite easy to use."*[139]

This statement suggests that even students with moderate perceptions of AI's usefulness find the tools accessible. However, P4 noted initial confusion due to speech recognition issues: *"The first time I used it, I was confused, not because it was difficult, but because*

[138] Davis, "Perceived Usefulness," 319.
[139] P3 Interview transcript, 2026.

Gemini sometimes misinterprets the context due to my pronunciation."[140]

This nuance is important: the difficulty lies not in operating the interface, but in the accuracy of the speech recognition system. This suggests that Perceived Ease of Use in the context of AI based speaking tools may have a sub-dimension—Perceived Speech Recognition Accuracy—that is not fully captured in the original TAM framework. When students speak and the AI fails to understand them, the experience of ease is compromised, even if the interface itself is intuitive. This finding extends TAM by suggesting that for voice based tools, technical accuracy is a critical component of perceived ease of use.

Perceived Usefulness recorded the lowest sub-dimension mean among the four General Perceptions sub-dimensions (3.73), with 66.7% of students agreeing that AI tools are useful for speaking practice. This indicates that students generally perceive AI as beneficial, but less uniformly than they perceive it as easy to use or intend to keep using it. Some students may find AI tools useful for specific purposes (e.g., pronunciation) but less so for others (e.g., conversation). The qualitative data elaborate on this. P4 stated: *"The benefits are very significant because I rarely speak English with people, so I speak more with AI."*[141]

[140] P4 Interview transcript, 2026.
[141] P4 Interview transcript, 2026.

This statement reveals that for students with limited opportunities to practice speaking with others, AI fills a critical gap. The perceived usefulness of AI is thus tied to its ability to provide practice opportunities that would otherwise be unavailable.

b. Behavioral Intention

The Behavioral Intention sub-dimension had the highest mean among the four sub-dimensions (3.86), with 73.8% of students expressing intention to continue using AI tools. This is a strong indicator of sustained adoption, which is essential for achieving long term learning benefits. The qualitative data confirm this intention. P1 stated: *"I will continue using it because it's really influential in daily EFL life."*[142]

However, P2 offered a contrasting perspective: *"It doesn't really affect me that much... I'm motivated to learn speaking from movies, not from AI."*[143]

This suggests that perceived usefulness may be mediated by students' existing learning habits and motivations. Students who are already motivated to learn through other means may not perceive AI as essential, even if they find it easy to use. This finding resonates with Vo and Nguyen who found that students' perceptions of ChatGPT's usefulness for speaking were neutral, even though they found it easy to use.[144] It implies that TAM's prediction that perceived usefulness and ease of use lead to behavioral intention is not automatic; individual

[142]P1 Interview transcript, 2026.
[143]P2 Interview transcript, 2026.
[144] Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 210.

differences in motivation and learning preferences play a mediating role.

c. Features Match Learning Needs and Engagement

The two lowest-rated items in the general perceptions section were GP1 (AI tools are useful) and GP3 (features match learning needs), both with a mean of 3.69, though their agreement rates differed (66.7% for GP1 and 59.5% for GP3, the lowest agreement rate of any item). These scores, while still within the High category, are notably lower than other items. This suggests that while students find AI tools easy to use and are motivated to continue using them, they are less convinced that these tools are useful in a general sense or that the specific features match their learning needs.

This is an important nuance. The 59.5% agreement rate for GP3 means that more than a third of students did not feel that AI features specifically matched their learning needs. This may reflect the limitations of current AI tools for language learning. For example, while ChatGPT provides open ended conversation practice, it does not offer structured feedback on pronunciation or grammar; while Duolingo provides structured exercises, it may become repetitive and less engaging over time. The qualitative data from P3, who found feedback sometimes unclear and repetitive, supports this interpretation.[145]

d. Perceived Role of AI

[145] Interview transcript, 2026.

The qualitative data revealed interesting variations in how students perceive the ideal role of AI. P1 saw AI as adaptable: *"The role of AI should be adaptable. When we need it to be a teacher, it can be a teacher. When we need it to be a friend, it can be a friend."*[146]

P2 preferred AI as a teacher: *"I prefer it as a teacher because there are many aspects of speaking I might miss."*[147]

P3 saw AI as a companion: *"I think AI's role is as a practice companion. Not a friend, not a teacher either."*[148]

This diversity suggests that students' perceptions are shaped by their individual learning styles, needs, and previous experiences. This aligns with the TAM framework, which acknowledges that perceptions are subjective and vary across individuals. It also supports the extended TAM framework by Venkatesh, which acknowledges that affective factors such as personal engagement influence technology acceptance, and is further corroborated by Hong and Guo, who found that AI enhanced learning systems adapt to individual learner preferences and foster metacognitive awareness.[149]

3. Perceived Benefits and Challenges

a. Perceived Benefits

The quantitative data showed that the highest-rated benefit sub-dimension was Learner Autonomy (mean 3.98), encompassing students' ability to prepare speaking ideas and manage independent

[146] P1 Interview transcript, 2026.
[147] P2 Interview transcript, 2026.
[148] P3 Interview transcript, 2026.
[149] Venkatesh, "Determinants of Perceived Ease of Use," 342–365; Hong and Guo, "Effects of AI-Enhanced Multi-Display Language Teaching Systems," 17155–17189.

practice with AI support. This was followed closely by Flexibility & Accessibility (mean 3.94), with 83.3% of students agreeing that AI allows them to practice anytime and anywhere. This remains one of the most strongly endorsed individual benefits in the entire study, indicating that the ability to practice without time or location constraints is highly valued. This aligns with Mudawy, who noted that flexibility is a key advantage of AI tools in EFL contexts, particularly for students who lack access to native speakers or conversation partners.[150] The qualitative data confirm this. P5 stated: *"AI gives me more opportunities because it can be used anytime, anywhere."*[151]

Pronunciation & Fluency Support recorded the third-highest benefit sub-dimension mean (3.92), followed by Immediate Feedback (3.85) and Confidence & Anxiety Reduction (3.84), the lowest-rated of the five sub-dimensions though still within the High category. The alignment between purpose and perceived benefit suggests that students are using AI tools for the purposes they find most beneficial a pattern of intentional tool use. P2 noted that AI's pronunciation sounds "almost like a native speaker," and P3 explained that repeated practice made him "more fluent."[152] This is consistent with Zou et al., who found that AI speech evaluation programs significantly aided learners in enhancing pronunciation and overall speaking capabilities.[153]

[150] Mudawy, "The Impact of Artificial Intelligence Tools," 593.
[151] P5 Interview transcript, 2026.
[152] P2 and P3 Interview transcripts, 2026.
[153] Zou et al., "An Investigation," 1–15.

Within the Confidence & Anxiety Reduction sub-dimension (mean 3.84, the lowest-rated sub-dimension overall), the benefit related to reducing speaking anxiety scored somewhat lower than confidence-building (mean 3.79, SD 0.90, 66.7% agreement, versus mean 3.88 for confidence-building), although both remained within the High category. This indicates that while AI can help build confidence for many students, its effect on reducing anxiety specifically is less universally experienced. The qualitative data provide a nuanced explanation. P1 stated: *"Anxiety and confidence don't really come from AI because they depend on myself... AI only helps with fluency and pronunciation."*[154]

This suggests that while AI can create a safe practice environment, it does not automatically resolve deep-seated psychological barriers. This aligns with Liu et al. who found that AI tools can boost confidence but remain limited in addressing spontaneous speaking anxiety.[155] The implication is that AI tools can reduce anxiety by removing social judgment, but they cannot substitute for the confidence that comes from genuine communicative success with human interlocutors.

b. Perceived Challenges

Lack of Human Interaction was the second-highest-rated challenge sub-dimension (mean 3.78), with the item PC6 (cannot

[154]P1 Interview transcript, 2026.
[155] Liu, Wang, and Zou, "Evaluating an AI Speaking Assessment Tool," 101505.

replace teacher/peer feedback) receiving a mean of 3.79 (SD 1.05, 69.0% agreement). This indicates that most students recognize the limitations of AI in providing the kind of rich, contextual, and emotionally intelligent feedback that human teachers and peers can offer. This finding is consistent with Binmahboob , who found that limited interaction was a major concern among EFL students using AI.[156] It also aligns with the theoretical framework of speaking as a social, interactive skill.[157] The qualitative data provide a vivid illustration of this concern. P2 stated: *"With AI, they are robots... the difference between humans and AI is more about feeling. When we speak to humans, there's a feeling, but with robots, even if there is, it's not the same."*[158]

These statements reveal that students perceive a qualitative difference between AI mediated interaction and human interaction. The "feeling" and "naturalness" that human interlocutors provide are perceived as essential for developing authentic communicative competence. This suggests that AI tools should be viewed as supplementary practice tools rather than replacements for human interaction.

Technical Problems & Access was in fact the highest-rated challenge sub-dimension in the corrected data (mean 3.93), with the item PC8 (limited access/paid features) receiving a mean of 3.98 (SD 0.87, 71.4% agreement) the single highest-rated challenge item

[156] Binmahboob, "Exploring Saudi EFL Students' Perceptions," 58.
[157] Brown, *Teaching by Principles*, 45.
[158]P2 Interview transcript, 2026.

overall. This indicates that economic barriers prevent many students from fully utilizing AI tools. In the Indonesian context, where students may have limited financial resources, this is a significant concern. P1 noted limitations related to time limits and premium features.[159] This is particularly important because the most popular AI tools (ChatGPT, Gemini) offer free versions but restrict access to advanced features and longer usage times. Students who cannot afford premium subscriptions may not be able to access the full potential of these tools.

Speech recognition issues were reported by 52.4% of students. The qualitative data provide rich explanations. P4 recounted: "*Because my pronunciation is off, Gemini sometimes misinterprets the context."*[160]

P1 noted the same issue with Duolingo. This aligns with Zou et al. who found that precision of voice recognition and feedback comprehensiveness remain significant impediments to effective AI-assisted speaking practice.[161] Sun similarly identified that automatic speech recognition technology often struggles with non-native accents and unclear pronunciation.[162] This is particularly relevant in the Indonesian context, where students may have regional accents that AI systems are not optimized to recognize. The

[159] P1 Interview transcript, 2026.
[160] P4 Interview transcript, 2026.
[161] Zou et al., "Exploring EFL Learners' Perceived Promise and Limitations," 103497.
[162] Sun, "The Impact of Automatic Speech Recognition Technology," 1210187.

implication is that AI developers need to improve recognition algorithms for non-native English varieties.

Technical problems (66.7%) were among the most significant challenges, alongside unclear or general feedback (52.4%). P3 reported unstable internet connections, and P3 also noted that feedback was sometimes ambiguous: "Sometimes clear, sometimes ambiguous... for subtle meanings, the explanations are often lacking in detail."[163] This aligns with Zou et al. and Liu et al. who found that AI feedback often lacks depth and specificity.[164] This suggests that while AI is good at identifying errors, it is less effective at providing the pedagogical explanations necessary for learners to understand and correct their mistakes.

Need for teacher guidance was reported by 54.8% of students. This indicates that many students feel they need support in using AI tools effectively—how to craft effective prompts, how to interpret AI feedback, and how to integrate AI practice into their broader learning strategies. This finding aligns with Yetkin, who emphasized that without structured pedagogical guidance, students may engage with AI tools only at a surface level, potentially leading to cognitive dependency rather than genuine skill development.

4. Tool-Specific Benefits and Challenges

[163] P3 Interview transcript, 2026.

[164] Zou et al., "Exploring EFL Learners' Perceived Promise and Limitations," 103497; Liu, Wang, and Zou, "Evaluating an AI Speaking Assessment Tool," 101505.

The findings for tool-specific benefits and challenges confirm that different AI tools serve different purposes, and students strategically combine them.

Gemini was perceived as flexible and easy to use, but suffered from speech recognition issues. P4 noted that "Gemini sometimes misinterprets the context." This aligns with the finding that 52.4% of students overall experienced speech recognition problems. The flexibility of Gemini was valued by students who wanted to practice casual conversation on diverse topics, but the speech recognition limitations reduced its effectiveness for pronunciation correction.

ChatGPT was valued for preparation, idea generation, and feedback, but sometimes provided insufficient or generic responses. P1 stated: *"ChatGPT sometimes provides feedback that doesn't quite match my needs."*[165]

This is consistent with Vo and Nguyen, who found that students were neutral about ChatGPT's usefulness for speaking.[166] ChatGPT's strength lies in its versatility for generating ideas and simulating conversation, but its feedback on pronunciation and grammar is less specific than that of specialized tools.

Duolingo was valued for daily vocabulary practice but criticized for repetitive content and recognition issues. P1 noted that Duolingo often fails to recognize her speech. The structured, gamified nature of Duolingo

[165] P1 Interview transcript, 2026.
[166] Vo and Nguyen, "Generative Artificial Intelligence and ChatGPT," 210.

makes it engaging for daily practice, but its speech recognition is less reliable than specialized tools like ELSA Speak.

ELSA Speak was valued specifically for pronunciation, but participants noted its limited use for conversation practice. P5 stated, *"ELSA Speak usually helps with pronunciation."*[167] ELSA Speak's strength is its targeted, detailed feedback on pronunciation errors, but it does not offer the open ended conversation practice that ChatGPT and Gemini provide.

Stimuler was valued for structured pronunciation exercises, but participants noted limited access to premium features. P3 used Stimuler for more structured pronunciation practice but was constrained by the free version's limitations.

The strategic combination of tools is best summarized by P1: *"Duolingo is great for daily practice. ChatGPT and Claude are more for preparation."*[168]

This finding supports the argument by Tai and Chen that different types of AI tools produce different effects, and students should be guided to choose tools that align with their specific learning objectives.[169] The implication for educators is that recommending a single AI tool is insufficient; instead, students should be encouraged to curate a personalized set of tools for different speaking sub skills.

5. Synthesis of Findings

[167] P5 Interview transcript, 2026.
[168] P1 Interview transcript, 2026.
[169] Tai and Chen, "From Shy to Fly," 103501.

The integrated findings of this study reveal that EFL students at IAIN Curup hold positive perceptions of AI-based tools for speaking practice, driven primarily by their behavioral intention to continue using these tools and their perceived ease of use, despite comparatively lower perceived usefulness scores. The findings partially support the Technology Acceptance Model in the context of AI-based language learning, while also suggesting that intention to continue can outpace perceived usefulness. However, the qualitative data reveal that Perceived Usefulness is mediated by contextual factors that TAM does not fully capture, such as the specific tool being used, the student's prior experience with technology, and the availability of premium features.

The study also reveals that students are strategic consumers of AI, combining different tools for different purposes. This tool-specific behavior is a contribution to the literature, as most previous studies have examined AI tools as a homogeneous category. The study identified three distinct patterns of AI use: (1) strategic combination of multiple tools for different purposes, (2) selective use based on perceived accuracy and relevance, and (3) critical evaluation of AI feedback to compensate for limitations.

Beyond the anticipated benefits and challenges, the qualitative data revealed two unexpected but significant phenomena. First, students with high perceptions (P1, P4) developed a relational orientation toward AI, treating it as a "discussion partner" or "reflection journal," which suggests that affective and social factors mediate technology acceptance beyond

the TAM framework. Second, a critical finding emerged regarding the echo chamber risk, as articulated by P3, who demonstrated that AI's tendency to agree rather than challenge can reinforce misconceptions, posing a significant threat to critical thinking when students lack metacognitive awareness. Conversely, students like P1, P2, and P4 practiced active re prompting and clarification strategies to overcome AI's inaccuracies, indicating that negative effects of AI dependency are not inevitable but mediated by the user's agency and intentionality.

Finally, the findings highlight the importance of considering the Indonesian regional context. The high proportion of students experiencing paid-feature limitations (71.4%) and technical issues (66.7%) suggests that infrastructure and economic factors significantly shape students' perceptions and use of AI tools.

CHAPTER V

CONCLUSION

This chapter presents the conclusions of the study, synthesizing the key findings from the quantitative and qualitative data presented in Chapter IV, and offers practical recommendations based on those findings for EFL students, teachers, institutions, and future researchers.

A. Conclusion

This study set out to investigate EFL students' perceptions of AI based tools for speaking practice at the English Tadris Study Program of IAIN Curup, employing an explanatory sequential mixed methods design. The study was guided by three research questions concerning the types of AI tools students use, their perceptions of these tools, and the perceived benefits and challenges associated with their use. The findings reveal that AI has become deeply integrated into students' speaking practice routines, yet its effects are not uniform across all students. Rather than shaping all students in a single, predictable direction, students' perceptions and experiences with AI tools are mediated by their individual learning preferences, their prior experience with technology, and the specific tools they choose to use. Students who use AI reflectively and critically tend to experience more balanced outcomes, while those who rely on it uncritically are more likely to encounter the negative consequences of over dependence.

In terms of how students use AI tools, the findings reveal that students employ a diverse range of AI based tools for speaking practice, with Duolingo speaking exercises being the most popular (50.0% of respondents), closely

followed by ChatGPT voice/conversation mode (45.2%), Google Translate voice input (40.5%), and Google Speech Recognition/Voice Typing (23.8%). The primary purposes for using these tools were practicing pronunciation (69.0%), practicing fluency (57.1%), and practicing conversation (54.8%). The most frequently used features were voice input (47.6%) and conversation simulation (45.2%). The qualitative data elaborated on these findings, revealing that students are not merely passive users but strategic consumers of AI. Participants reported using different tools for different purposes: Gemini for flexible, casual conversation; ChatGPT for preparation and idea generation; Duolingo for daily vocabulary practice; and ELSA Speak for targeted pronunciation correction. This strategic combination of tools suggests that students have developed a nuanced understanding of the specific affordances of each AI platform, selecting tools based on the demands of the task at hand rather than relying on a single application.

Regarding students' perceptions of AI based tools, the findings demonstrate that EFL students at IAIN Curup hold positive perceptions, with an overall mean score of 3.76 (High category) for general perceptions. The highest rated sub dimension was behavioral intention to continue using AI (3.86), followed by ease of operation (3.81) and engagement (3.74); perceived usefulness (3.73) was comparatively the lowest rated sub dimension, though still within the High category. The quantitative data further showed that 78.6% of students felt comfortable practicing with AI, and 76.2% agreed or strongly agreed that AI tools are easy to operate. In terms of behavioral intention, 73.8% of students intend to continue using AI tools for speaking practice. The

qualitative data supported and elaborated on these findings, revealing that students perceive AI as useful primarily because it fills a gap in real life speaking opportunities, providing a flexible, accessible, and non judgmental environment for practice. However, the study also revealed that perceptions are not uniform. While most students held positive views, some participants, particularly those with lower perception scores, expressed skepticism about AI's ability to replace the emotional and contextual dimensions of human interaction. This suggests that while the Technology Acceptance Model (TAM) is applicable in this context, additional factors such as Perceived Speech Recognition Accuracy and the value of human interaction may mediate students' overall acceptance of AI tools, and that behavioral intention in this sample was not driven by perceived usefulness alone.

As for the perceived benefits and challenges of AI based tools, the findings revealed a balanced picture of both positive and negative experiences. The highest rated benefits were learner autonomy (3.98), flexibility and accessibility (3.94), and pronunciation and fluency support (3.92), with students consistently reporting that AI provides immediate feedback, confidence building, and reduced anxiety, even though these latter benefits scored comparatively lower. However, the highest rated challenges were limited access due to paid features (3.98) and general technical problems (3.88), followed closely by the inability of AI to fully replace teacher/peer feedback (3.79). The qualitative data further identified speech recognition issues (52.4%), technical problems (66.7%), unclear or general feedback (52.4%), and the lack of human interaction as significant obstacles. The study

also revealed that different tools presented different benefits and challenges: Gemini was valued for its flexibility but criticized for speech recognition issues; ChatGPT was valued for preparation and idea generation but sometimes provided insufficient feedback; Duolingo was valued for daily vocabulary practice but criticized for repetitive content and recognition issues; and ELSA Speak was valued for pronunciation but limited in scope. This Tool Specific mapping underscores the importance of guiding students to select tools that align with their specific learning objectives, as different tools are not interchangeable. Overall, the study confirms that EFL students at IAIN Curup hold positive perceptions of AI based tools for speaking practice, driven primarily by their ease of use and their intention to keep using these tools rather than by a strong sense of general usefulness, yet they remain acutely aware of the limitations of these tools. The findings contribute to the growing body of literature on AI in language learning by providing insights from an Indonesian regional university context and by mapping Tool Specific benefits and challenges.

B. Suggestion

Based on the conclusions and limitations of this study, several recommendations are offered for different stakeholders. For EFL students, it is suggested that they continue to use AI tools for speaking practice, but they are encouraged to do so selectively and critically rather than as an automatic first response to every task. Students are advised to combine different AI tools strategically for different purposes—using ELSA Speak for pronunciation correction, ChatGPT for preparing speaking ideas and practicing conversation

scenarios, and Duolingo for daily vocabulary and structured practice—as this strategic combination allows them to maximize the benefits of each tool while mitigating their individual limitations. Students should also develop a habit of critical evaluation by verifying AI generated information through other sources, such as dictionaries, grammar references, or consultations with teachers and peers, as the qualitative data revealed that students who critically evaluated AI outputs maintained more balanced learning habits. Furthermore, students should maintain independent speaking practice by seeking opportunities to practice speaking with teachers, peers, and native speakers to develop the natural interactional competence that AI cannot provide.

For EFL teachers, it is suggested that they play a more active role in guiding students toward effective and responsible use of AI tools. Teachers are advised to integrate AI literacy into the curriculum by explicitly teaching students how to evaluate AI generated feedback critically, how to craft effective prompts, and how to distinguish between reliable and unreliable AI outputs, as the study found that many students lacked guidance on how to use AI tools effectively. Teachers should also recommend specific AI tools for specific purposes based on the Tool Specific mapping in this study—for example, recommending ELSA Speak for pronunciation, ChatGPT for conversation preparation, and Duolingo for daily practice—so that students can make more informed decisions about which tools to use for their specific learning needs. Additionally, teachers should create opportunities for AI free practice by designing classroom activities that encourage independent thinking and authentic oral communication without AI assistance, as this is particularly

important for developing the critical thinking and spontaneous speaking skills that AI cannot replicate. Finally, teachers should openly acknowledge the limitations of AI tools, particularly regarding speech recognition inaccuracies and the lack of human interaction, so that students have realistic expectations and do not become overly dependent on AI.

For institutions such as IAIN Curup and similar universities, the findings of this study have significant implications for institutional policy and support. Based on the quantitative data, which showed that 71.4% of students experienced limitations due to paid features and 66.7% reported technical problems, institutions are advised to provide reliable internet infrastructure by investing in improving campus Wi Fi infrastructure and providing resources for students who lack reliable internet access at home. Institutions should also negotiate educational access to premium AI tools by exploring partnerships with AI providers to offer free or discounted premium access to students, which would address the significant financial barrier that 71.4% of students identified as a major limitation to their full use of AI tools. Furthermore, institutions should develop formal guidelines that outline acceptable and unacceptable uses of AI in academic work, providing students with a clear ethical framework and helping maintain academic integrity while still allowing students to benefit from AI tools. Finally, institutions should integrate AI literacy into the teacher training curriculum, as the rapid integration of AI into education necessitates that teacher training programs include components on how to guide students in using AI tools effectively and responsibly.

For AI tool developers, the findings of this study offer practical feedback based on the challenges identified by students. Developers are advised to improve speech recognition accuracy for non native accents, as students consistently reported that AI tools failed to recognize their pronunciation, particularly for non native accents, and developers should invest in training speech recognition algorithms on diverse non native English varieties to improve accuracy and user experience. Developers should also provide more detailed and contextual feedback, as students found AI feedback to be unclear or too general (52.4%), and should work to provide more specific, contextualized explanations that help students understand why errors occurred and how to correct them, moving beyond simple corrective labels.[5] Additionally, developers should offer more free or affordable access, as the finding that 71.4% of students were limited by paid features suggests that developers should consider providing more accessible free tiers or educational discounts for students, particularly in developing countries where premium features may be unaffordable. Finally, developers should enhance natural interaction capabilities, as students consistently reported that AI interaction felt less natural than human conversation, and developers should continue to improve the conversational capabilities of AI tools to make interactions feel more authentic and engaging, potentially by incorporating more natural intonation, emotional cues, and contextual awareness.

For future researchers, this study provides a foundation for further investigation into AI in language learning. Future researchers are advised to conduct longitudinal studies that track students' perceptions and learning

habits over an extended period to understand how these evolve as students gain more experience with AI tools and as the tools themselves develop. Researchers should also include larger and more diverse samples across multiple institutions, including urban universities and different regions in Indonesia, to help establish the generalizability of the findings and reveal contextual variations. Additionally, future research could complement self report data with objective measures of speaking proficiency, such as standardized speaking tests or corpus based analyses of students' oral production, to investigate the actual impact of AI tools on speaking development rather than only perceptions. Quasi experimental or experimental studies could compare students who use specific AI tools against control groups to determine the causal effects of AI tools on speaking proficiency and learning habits, which would address a significant gap in the current literature that relies primarily on self report data. Finally, the finding that some students in this study (and many in previous studies) developed dependency on AI tools warrants further investigation into the factors that differentiate students who maintain independent learning habits from those who become overly dependent on AI.

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APPENDICES

APPENDIX 1

SK PEMBIMBING

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage http://www.iaincurup.ac.id E-Mail : admin@iaincurup.ac.id

Nomor : 259 Tahun 2026
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang :
a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan :
1. Permohonan Saudara Muhammad Razieq tanggal 04 Mei 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2026

MEMUTUSKAN:

Menetapkan

Pertama :
1. **Dr. Prihantoro, M.Pd** — **197508202008011004**
2. **Melli Kusmaningrum, M.Pd** — **199105242025212017**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA : **Muhammad Razieq**
NIM : **22551033**
JUDUL SKRIPSI : **EFL STUDENTS' PERCEPTIONS OF AI BASED TOOLS FOR SPEAKING PRACTICE: A MIXED METHODS STUDY**

Kedua : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.

Ditetapkan di Curup
Pada tanggal 05 Mei 2026
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

APPENDIX 2

SK PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Jln. Dr. AK 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

IAIN CURUP

Nomor : /In.34/FT/PP.00.9/08/2026 — 6 Agustus 2026
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	:	Muhammad Razieq
NIM	:	22551033
Fakultas/Prodi	:	Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi	:	tudents' Perceptioans of AI Based Tools For Speaking Practice:A Mix Method Study.
Waktu Penelitian	:	6 Agustus 2026 s.d. 6 November 2026
Lokasi Penelitian	:	Prodi TBI IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I,

Dr. Muhammad Taqiyuddin, M.Pd.I
NIP. 19750214 199903 1 005

Tembusan : disampaikan Yth ;
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX 3

LEMBAR VALIDASI INSTRUMEN

Validation Notes:

The validated interview guidance shows clear improvement in terms of clarity, relevance, and alignment with the research questions. Several interview questions were revised from simple yes/no forms into more open-ended questions, allowing students to provide deeper explanations about their experiences, perceptions, benefits, and challenges in using AI-based tools for speaking practice. The validated version also presents the indicators and sub-indicators more systematically, including aspects such as learning context, motivation, feedback, learner autonomy, technical problems, and tool preference. In addition, the questions are more closely connected to RQ1, RQ2, and RQ3 because they not only ask about students' general perceptions, but also explore the specific benefits and challenges of each AI-based tool used. Therefore, the validated interview guide is considered more appropriate for collecting rich qualitative data and is easier for students to understand and answer during the interview.

Curup, June 22, 2026

Validator

Rizki Indra Guci, M.Pd.

Validation Notes:

The validated questionnaire improves the screening section by ensuring that only students with relevant experience in using AI-based tools for speaking practice are included in the main analysis. It also adds clearer background information, such as length of use, recent frequency of use, and learning context, which can help describe the respondents more accurately. The questionnaire items are refined to measure students' perceptions, benefits, challenges, and tool-specific experiences in a more focused way. In particular, the tool-specific section is improved because it allows students to evaluate each AI tool separately, not only the tool they use most often. Overall, the validated questionnaire is more appropriate for collecting reliable and meaningful data because the wording is clearer, the constructs are better organized, and the items are easier for students to understand and answer.

Curup, June 22, 2026

Validator

Rizki Indra Guci, M.Pd.

APPENDIX 4

QUESTIONNAIRE DATA

1. The Result of validity test

General Perceptions (RQ 2)

Correlations										
		P1	P2	P3	P4	P5	P6	P7	P8	TOTAL
P1	Pearson Correlation	1	.665**	.703**	.631**	.645**	.556**	.817**	.468*	.900**
	Sig. (2-tailed)		.000	.000	.000	.000	.002	.000	.010	.000
	N	29	29	29	29	29	29	29	29	29
P2	Pearson Correlation	.665**	1	.395*	.263	.550**	.408*	.774**	.441*	.735**
	Sig. (2-tailed)	.000		.034	.169	.002	.028	.000	.017	.000
	N	29	29	29	29	29	29	29	29	29
P3	Pearson Correlation	.703**	.395*	1	.708**	.741**	.624**	.589**	.270	.825**
	Sig. (2-tailed)	.000	.034		.000	.000	.000	.001	.157	.000
	N	29	29	29	29	29	29	29	29	29
P4	Pearson Correlation	.631**	.263	.708**	1	.532**	.393*	.431*	.201	.687**
	Sig. (2-tailed)	.000	.169	.000		.003	.035	.020	.295	.000
	N	29	29	29	29	29	29	29	29	29
P5	Pearson Correlation	.645**	.550**	.741**	.532**	1	.519**	.669**	.227	.794**
	Sig. (2-tailed)	.000	.002	.000	.003		.004	.000	.237	.000
	N	29	29	29	29	29	29	29	29	29
P6	Pearson Correlation	.556**	.408*	.624**	.393*	.519**	1	.599**	.362	.717**
	Sig. (2-tailed)	.002	.028	.000	.035	.004		.001	.054	.000
	N	29	29	29	29	29	29	29	29	29
P7	Pearson Correlation	.817**	.774**	.589**	.431*	.669**	.599**	1	.415*	.863**
	Sig. (2-tailed)	.000	.000	.001	.020	.000	.001		.025	.000
	N	29	29	29	29	29	29	29	29	29

P8	Pearson Correlation	.468*	.441*	.270	.201	.227	.362	.415*	1	.573**
	Sig. (2-tailed)	.010	.017	.157	.295	.237	.054	.025		.001
	N	29	29	29	29	29	29	29	29	29
TOTAL	Pearson Correlation	.900**	.735**	.825**	.687**	.794**	.717**	.863**	.573**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.001	
	N	29	29	29	29	29	29	29	29	29
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

Perceived Benefits (RQ 3)

Correlations											
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	TOTAL
P1	Pearson Correlation	1	.081	.539**	.653**	.219	.016	.712**	.436*	.553**	.150	.691**
	Sig. (2-tailed)		.675	.003	.000	.254	.934	.000	.018	.002	.437	.000
	N	29	29	29	29	29	29	29	29	29	29	29
P2	Pearson Correlation	.081	1	.326	.139	.176	.315	.252	-.083	-.226	.653**	.368*
	Sig. (2-tailed)	.675		.085	.473	.361	.096	.187	.670	.239	.000	.050
	N	29	29	29	29	29	29	29	29	29	29	29
P3	Pearson Correlation	.539**	.326	1	.831**	.446*	.413*	.645**	.266	.202	.528**	.794**
	Sig. (2-tailed)	.003	.085		.000	.015	.026	.000	.163	.294	.003	.000
	N	29	29	29	29	29	29	29	29	29	29	29
P4	Pearson Correlation	.653**	.139	.831**	1	.473**	.219	.750**	.433*	.396*	.395*	.828**
	Sig. (2-tailed)	.000	.473	.000		.010	.254	.000	.019	.034	.034	.000
	N	29	29	29	29	29	29	29	29	29	29	29
P5	Pearson	.219	.176	.446*	.473**	1	.599**	.357	.027	-.119	.247	.540**

	Correlation											
	Sig. (2-tailed)	.254	.361	.015	.010		.001	.057	.887	.539	.197	.003
	N	29	29	29	29	29	29	29	29	29	29	29
P6	Pearson Correlation	.016	.315	.413*	.219	.599**	1	.306	.078	.013	.530**	.553**
	Sig. (2-tailed)	.934	.096	.026	.254	.001		.107	.689	.947	.003	.002
	N	29	29	29	29	29	29	29	29	29	29	29
P7	Pearson Correlation	.712**	.252	.645**	.750**	.357	.306	1	.348	.393*	.382*	.803**
	Sig. (2-tailed)	.000	.187	.000	.000	.057	.107		.064	.035	.041	.000
	N	29	29	29	29	29	29	29	29	29	29	29
P8	Pearson Correlation	.436*	-.083	.266	.433*	.027	.078	.348	1	.848**	.045	.600**
	Sig. (2-tailed)	.018	.670	.163	.019	.887	.689	.064		.000	.817	.001
	N	29	29	29	29	29	29	29	29	29	29	29
P9	Pearson Correlation	.553**	-.226	.202	.396*	-.119	.013	.393*	.848**	1	-.058	.538**
	Sig. (2-tailed)	.002	.239	.294	.034	.539	.947	.035	.000		.766	.003
	N	29	29	29	29	29	29	29	29	29	29	29
P10	Pearson Correlation	.150	.653**	.528**	.395*	.247	.530**	.382*	.045	-.058	1	.569**
	Sig. (2-tailed)	.437	.000	.003	.034	.197	.003	.041	.817	.766		.001
	N	29	29	29	29	29	29	29	29	29	29	29
TOTAL	Pearson Correlation	.691**	.368*	.794**	.828**	.540**	.553**	.803**	.600**	.538**	.569**	1
	Sig. (2-tailed)	.000	.050	.000	.000	.003	.002	.000	.001	.003	.001	
	N	29	29	29	29	29	29	29	29	29	29	29
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

Perceived Challenges (RQ 3)

Correlations												
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	TOTAL
P1	Pearson Correlation	1	.595**	.363	.506**	.146	.257	.208	.134	.302	.587**	.673**
	Sig. (2-tailed)		.001	.053	.005	.450	.179	.280	.487	.111	.001	.000
	N	29	29	29	29	29	29	29	29	29	29	29
P2	Pearson Correlation	.595**	1	.399*	.253	.010	.195	.138	-.055	.319	.767**	.614**
	Sig. (2-tailed)	.001		.032	.185	.960	.310	.476	.779	.091	.000	.000
	N	29	29	29	29	29	29	29	29	29	29	29
P3	Pearson Correlation	.363	.399*	1	.558**	.127	.045	.362	.130	-.041	.268	.537**
	Sig. (2-tailed)	.053	.032		.002	.513	.817	.054	.503	.834	.159	.003
	N	29	29	29	29	29	29	29	29	29	29	29
P4	Pearson Correlation	.506**	.253	.558**	1	.434*	.573**	.566**	.373*	.204	.309	.797**
	Sig. (2-tailed)	.005	.185	.002		.019	.001	.001	.046	.289	.103	.000
	N	29	29	29	29	29	29	29	29	29	29	29
P5	Pearson Correlation	.146	.010	.127	.434*	1	.481**	.495**	.751**	-.061	.027	.564**
	Sig. (2-tailed)	.450	.960	.513	.019		.008	.006	.000	.753	.891	.001
	N	29	29	29	29	29	29	29	29	29	29	29
P6	Pearson Correlation	.257	.195	.045	.573**	.481**	1	.315	.409*	.388*	.107	.622**
	Sig. (2-tailed)	.179	.310	.817	.001	.008		.096	.028	.037	.581	.000
	N	29	29	29	29	29	29	29	29	29	29	29
P7	Pearson	.208	.138	.362	.566**	.495**	.315	1	.383*	.354	.133	.658**

	Correlation											
	Sig. (2-tailed)	.280	.476	.054	.001	.006	.096		.040	.059	.492	.000
	N	29	29	29	29	29	29	29	29	29	29	29
P8	Pearson Correlation	.134	-.055	.130	.373*	.751**	.409*	.383*	1	.059	-.100	.494**
	Sig. (2-tailed)	.487	.779	.503	.046	.000	.028	.040		.761	.606	.006
	N	29	29	29	29	29	29	29	29	29	29	29
P9	Pearson Correlation	.302	.319	-.041	.204	-.061	.388*	.354	.059	1	.261	.455*
	Sig. (2-tailed)	.111	.091	.834	.289	.753	.037	.059	.761		.171	.013
	N	29	29	29	29	29	29	29	29	29	29	29
P10	Pearson Correlation	.587**	.767**	.268	.309	.027	.107	.133	-.100	.261	1	.586**
	Sig. (2-tailed)	.001	.000	.159	.103	.891	.581	.492	.606	.171		.001
	N	29	29	29	29	29	29	29	29	29	29	29
TOTAL	Pearson Correlation	.673**	.614**	.537**	.797**	.564**	.622**	.658**	.494**	.455*	.586**	1
	Sig. (2-tailed)	.000	.000	.003	.000	.001	.000	.000	.006	.013	.001	
	N	29	29	29	29	29	29	29	29	29	29	29
**. Correlation is significant at the 0.01 level (2-tailed).												
*. Correlation is significant at the 0.05 level (2-tailed).												

Tool Specific Benefits and Challenges (RQ 3)

Correlations										
		P1	P2	P3	P4	P5	P6	P7	P8	TOTAL
P1	Pearson Correlation	1	.513**	.322	.267	.417*	-.148	-.266	.205	.393*
	Sig. (2-tailed)		.004	.088	.162	.024	.444	.164	.286	.035
	N	29	29	29	29	29	29	29	29	29
P2	Pearson Correlation	.513**	1	.589**	.574**	.396*	-.152	.035	.267	.618**
	Sig. (2-tailed)	.004		.001	.001	.033	.432	.857	.161	.000
	N	29	29	29	29	29	29	29	29	29
P3	Pearson Correlation	.322	.589**	1	.600**	.372*	-.088	.013	.330	.608**
	Sig. (2-tailed)	.088	.001		.001	.047	.649	.947	.080	.000
	N	29	29	29	29	29	29	29	29	29
P4	Pearson Correlation	.267	.574**	.600**	1	.440*	.269	.106	.552**	.788**
	Sig. (2-tailed)	.162	.001	.001		.017	.158	.584	.002	.000
	N	29	29	29	29	29	29	29	29	29
P5	Pearson Correlation	.417*	.396*	.372*	.440*	1	.256	-.286	.387*	.594**
	Sig. (2-tailed)	.024	.033	.047	.017		.181	.132	.038	.001
	N	29	29	29	29	29	29	29	29	29
P6	Pearson Correlation	-.148	-.152	-.088	.269	.256	1	.410*	.476**	.523**
	Sig. (2-tailed)	.444	.432	.649	.158	.181		.027	.009	.004
	N	29	29	29	29	29	29	29	29	29
P7	Pearson Correlation	-.266	.035	.013	.106	-.286	.410*	1	.304	.381*
	Sig. (2-tailed)	.164	.857	.947	.584	.132	.027		.109	.041
	N	29	29	29	29	29	29	29	29	29
P8	Pearson Correlation	.205	.267	.330	.552**	.387*	.476**	.304	1	.773**
	Sig. (2-tailed)	.286	.161	.080	.002	.038	.009	.109		.000
	N	29	29	29	29	29	29	29	29	29
TOTAL	Pearson Correlation	.393*	.618**	.608**	.788**	.594**	.523**	.381*	.773**	1
	Sig. (2-tailed)	.035	.000	.000	.000	.001	.004	.041	.000	

	N	29	29	29	29	29	29	29	29	29
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

2. The Result of reliability test

General Perceptions (RQ 2)

Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded[a]	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.892	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	28.2069	16.956	.863	.860
P2	28.1034	17.953	.646	.880
P3	28.6897	16.650	.751	.869
P4	28.4138	18.037	.578	.887
P5	28.4138	17.751	.726	.873
P6	28.2069	18.813	.642	.881
P7	28.3793	16.815	.810	.864

P8	28.7241	18.564	.421	.906

Perceived Benefits (RQ 3)

Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded[a]	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.814	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	36.7241	21.564	.607	.788
P2	36.3793	23.815	.234	.822
P3	36.5172	20.830	.734	.776
P4	36.5517	20.328	.773	.771
P5	36.8276	21.719	.388	.811

P6	36.9310	21.852	.417	.807
P7	36.6207	20.387	.739	.773
P8	37.0690	20.924	.451	.805
P9	37.2069	21.241	.360	.819
P10	36.3103	22.507	.467	.801

Perceived Challenges (RQ 3)

Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded[a]	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.799	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	31.8966	33.810	.590	.772

P2	32.0690	33.424	.499	.779
P3	31.7931	34.241	.403	.789
P4	31.8276	30.291	.717	.750
P5	31.2759	33.564	.426	.787
P6	31.4828	32.973	.501	.778
P7	31.5862	32.394	.543	.773
P8	31.0345	35.392	.373	.792
P9	31.7931	35.599	.320	.798
P10	31.7931	31.956	.415	.793

Tool Specific Benefits and Challenges (RQ 3)

Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded[a]	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.706	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	25.7931	16.741	.252	.703
P2	25.9655	14.749	.473	.663
P3	26.1034	15.025	.472	.665
P4	26.0345	13.320	.687	.615
P5	26.2414	14.547	.419	.673
P6	26.7586	14.761	.296	.705
P7	26.3793	16.030	.107	.758
P8	26.4828	13.116	.657	.617

Descriptive Statistics of Students' Questionnaire Responses (Frequency, Percentage, Mean, and Category)

The following tables present the frequency distribution, mean, and category of each questionnaire item (n = 42), based on the criteria in Table 3.5: 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

Dimension 1: General Perceptions of AI based Tools (Items GP1–GP8)

No.	Indicator	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean	Category
1	GP1. Perceived Usefulness	6 (14.3%)	22 (52.4%)	9 (21.4%)	5 (11.9%)	0 (0.0%)	**3.69**	**High**
2	GP2. Perceived Ease of Use	8 (19.0%)	24 (57.1%)	5 (11.9%)	3 (7.1%)	2 (4.8%)	**3.79**	**High**
3	GP3. Perceived Relevance	8 (19.0%)	17 (40.5%)	13 (31.0%)	4 (9.5%)	0 (0.0%)	**3.69**	**High**
4	GP4. Perceived Enjoyment	9 (21.4%)	19 (45.2%)	9 (21.4%)	4 (9.5%)	1 (2.4%)	**3.74**	**High**
5	GP5. Comfort	7 (16.7%)	26 (61.9%)	4 (9.5%)	5 (11.9%)	0 (0.0%)	**3.83**	**High**
6	GP6. Supplementary Support	7 (16.7%)	23 (54.8%)	6 (14.3%)	6 (14.3%)	0 (0.0%)	**3.74**	**High**
7	GP7. Trust in Support	6 (14.3%)	24 (57.1%)	9 (21.4%)	3 (7.1%)	0 (0.0%)	**3.79**	**High**
8	GP8. Continuance Intention	10 (23.8%)	21 (50.0%)	6 (14.3%)	5 (11.9%)	0 (0.0%)	**3.86**	**High**
Sub-Mean General Perceptions							**3.77**	**High**

Dimension 2: Perceived Benefits of AI based Tools (Items PB1–PB10)

No.	Indicator	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean	Category
1	PB1. Additional Practice	8 (19.0%)	23 (54.8%)	7 (16.7%)	4 (9.5%)	0 (0.0%)	**3.83**	**High**
2	PB2. Flexible Practice	13 (31.0%)	22 (52.4%)	3 (7.1%)	4 (9.5%)	0 (0.0%)	**4.05**	**High**
3	PB3. Pronunciation Support	12 (28.6%)	22 (52.4%)	6 (14.3%)	2 (4.8%)	0 (0.0%)	**4.05**	**High**
4	PB4. Fluency Support	7 (16.7%)	23 (54.8%)	8 (19.0%)	4 (9.5%)	0 (0.0%)	**3.79**	**High**
5	PB5. Immediate Feedback	5 (11.9%)	24 (57.1%)	9 (21.4%)	3 (7.1%)	1 (2.4%)	**3.69**	**High**
6	PB6. Error Awareness	9 (21.4%)	26 (61.9%)	5 (11.9%)	2 (4.8%)	0 (0.0%)	**4.00**	**High**
7	PB7. Speaking Preparation	12 (28.6%)	22 (52.4%)	7 (16.7%)	1 (2.4%)	0 (0.0%)	**4.07**	**High**
8	PB8. Confidence Improvement	9 (21.4%)	22 (52.4%)	8 (19.0%)	3 (7.1%)	0 (0.0%)	**3.88**	**High**
9	PB9. Reduced Anxiety	9 (21.4%)	19 (45.2%)	10 (23.8%)	4 (9.5%)	0 (0.0%)	**3.79**	**High**
10	PB10. Learner Autonomy	7 (16.7%)	25 (59.5%)	8 (19.0%)	2 (4.8%)	0 (0.0%)	**3.88**	**High**
Sub-Mean Perceived Benefits							**3.90**	**High**

Dimension 3: Perceived Challenges of AI based Tools (Items PC1–PC10)

No.	Indicator	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean	Category
1	PC1. Feedback Accuracy	3 (7.1%)	18 (42.9%)	11 (26.2%)	9 (21.4%)	1 (2.4%)	**3.31**	**Moderate**

No.	Indicator	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean	Category
2	PC2. Speech Recognition Accuracy	3 (7.1%)	19 (45.2%)	16 (38.1%)	3 (7.1%)	1 (2.4%)	**3.48**	**High**
3	PC3. Feedback Clarity	3 (7.1%)	19 (45.2%)	16 (38.1%)	3 (7.1%)	1 (2.4%)	**3.48**	**High**
4	PC4. Corrective Guidance	5 (11.9%)	17 (40.5%)	8 (19.0%)	11 (26.2%)	1 (2.4%)	**3.33**	**Moderate**
5	PC5. Human Interaction	8 (19.0%)	22 (52.4%)	7 (16.7%)	4 (9.5%)	1 (2.4%)	**3.76**	**High**
6	PC6. Teacher/Peer Feedback	11 (26.2%)	18 (42.9%)	7 (16.7%)	5 (11.9%)	1 (2.4%)	**3.79**	**High**
7	PC7. Technical Problems	13 (31.0%)	15 (35.7%)	11 (26.2%)	2 (4.8%)	1 (2.4%)	**3.88**	**High**
8	PC8. Access & Paid Features	13 (31.0%)	17 (40.5%)	10 (23.8%)	2 (4.8%)	0 (0.0%)	**3.98**	**High**
9	PC9. Digital Literacy	9 (21.4%)	18 (42.9%)	11 (26.2%)	4 (9.5%)	0 (0.0%)	**3.76**	**High**
10	PC10. Need for Guidance	8 (19.0%)	15 (35.7%)	14 (33.3%)	3 (7.1%)	2 (4.8%)	**3.57**	**High**
Sub-Mean Perceived Challenges							**3.63**	**High**

Dimension 4a: Tool-Specific Benefits (Items TSB1–TSB5)

No.	Indicator	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean	Category
1	TSB1. Pronunciation Support	8 (19.0%)	25 (59.5%)	7 (16.7%)	1 (2.4%)	1 (2.4%)	**3.90**	**High**
2	TSB2. Fluency/Conversation Support	8 (19.0%)	21 (50.0%)	12 (28.6%)	1 (2.4%)	0 (0.0%)	**3.86**	**High**
3	TSB3. Feedback Quality	8 (19.0%)	23 (54.8%)	8 (19.0%)	3 (7.1%)	0 (0.0%)	**3.86**	**High**
4	TSB4. Speaking Preparation	9 (21.4%)	23 (54.8%)	8 (19.0%)	2 (4.8%)	0 (0.0%)	**3.93**	**High**
5	TSB5. Confidence/Affective Support	11 (26.2%)	21 (50.0%)	7 (16.7%)	3 (7.1%)	0 (0.0%)	**3.95**	**High**
Sub-Mean Tool-Specific Benefits							**3.90**	**High**

Dimension 4b: Tool-Specific Challenges (Items TSC1–TSC4)

No.	Indicator	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean	Category
1	TSC1. Recognition/Feedback Accuracy	4 (9.5%)	23 (54.8%)	10 (23.8%)	4 (9.5%)	1 (2.4%)	**3.60**	**High**
2	TSC2. Interaction Limitation	5 (11.9%)	24 (57.1%)	7 (16.7%)	5 (11.9%)	1 (2.4%)	**3.64**	**High**
3	TSC3. Access and Technical Issues	11 (26.2%)	16 (38.1%)	11 (26.2%)	3 (7.1%)	1 (2.4%)	**3.79**	**High**
4	TSC4. Feedback Comprehension	4 (9.5%)	21 (50.0%)	11 (26.2%)	6 (14.3%)	0 (0.0%)	**3.55**	**High**
Sub-Mean Tool-Specific Challenges							**3.65**	**High**

Overall mean across all 37 items: 3.77 (High).

Table 4.17 Tool-Specific Benefits with Sub-Means

Item	Mean	SD	Category
Practical Use	3.90	—	High
This tool helps me practice pronunciation	3.90	0.82	High
This tool helps me practice fluency/conversation	3.86	0.75	High
This tool helps me prepare ideas/vocabulary/responses	3.93	0.78	High
Affective & Feedback	3.91	—	High
This tool provides useful feedback	3.86	0.81	High
This tool helps me feel more confident	3.95	0.85	High
Overall Mean	3.90	—	High

Table 4.18 Tool-Specific Challenges with Sub-Means

Item	Mean	SD	Category
Technical & Recognition Issues	3.70	—	High
Tool misrecognizes speech or gives inaccurate feedback	3.60	0.89	High
Technical problems/access limit use	3.79	1.00	High
Interaction & Feedback Use	3.60	—	High
Interaction feels limited/less natural	3.64	0.93	High
Difficult to understand/apply feedback	3.55	0.86	High
Overall Mean	3.65	—	High

APPENDIX 5 INTERVIEW DATA

Lampiran 1. Transkrip Wawancara (P1)
Kategori : High User
Tanggal : 26 Juli 2026

Pewawancara: Oke. Assalamualaikum warahmatullahi wabarakatuh.
P1: Waalaikumsalam warahmatullahi wabarakatuh.
Pewawancara: Oke, apa benar ini dengan P1?
P1: Iya, benar sekali.
Pewawancara: Oke, terima kasih P1 sudah bersedia meluangkan waktu untuk wawancara kali ini. Saya sudah melihat kuesioner yang sudah saya berikan sebelumnya. Jadi wawancara ini saya lakukan untuk mengetahui pengalaman dan pendapat P1 lebih dalam mengenai penggunaan alat berbasis AI untuk latihan berbicara bahasa Inggris. Jadi di wawancara ini tidak ada jawaban benar ataupun salah. Jadi silakan jawab dengan jujur sesuai dengan pengalaman P1 sendiri. Nah, di wawancara kali ini itu saya izin untuk merekam supaya untuk memudahkan penulisan saya nanti ke depannya. Tapi semua jawaban yang akan P1 sampaikan itu akan dijaga kerahasiaannya dan hanya akan digunakan untuk keperluan studi saja. Apakah P1 setuju?
P1: Oke, setuju.
Pewawancara: Oke, kalau begitu kita masuk ke pertanyaan pertama. Pertama-tama, bisakah P1 tolong ceritakan alat berbasis AI apa yang sudah pernah P1 gunakan untuk latihan berbicara bahasa Inggris?
P1: Oke, biasanya itu saya menggunakan ChatGPT, dan juga Claude AI. Di situ saya mencari atau menggunakan... eh satu lagi aplikasi Duolingo. Eh Duolingo, apa tuh? Duolingo. Nah jadi dari alat-alat AI tersebut saya sering menggunakannya untuk latihan berbicara bahasa Inggris.
Pewawancara: Oke, jadi ada tiga AI nih yang pernah P1 gunakan yaitu ChatGPT, Claude, dan Duolingo ya.
P1: Iya, benar sekali.
Pewawancara: Kalau begitu kita lanjut ke pertanyaan berikutnya nih. Nah dari ketiga alat, ketiga AI yang sudah P1 sebutkan tadi, AI mana sih yang paling sering digunakan dan biasanya P1 gunakan dalam situasi belajar yang seperti apa tuh?
P1: Nah dari tiga AI tadi yang sering saya gunakan itu ChatGPT. Nah biasanya saya gunakan ChatGPT itu ketika saya mau presentasi, misalkan dalam mata kuliah harus ada presentasi, maka saya berlatih dengan ChatGPT dengan meminta ChatGPT untuk membuatkan naskah presentasinya, begitu.
Pewawancara: Oke, jadi P1 ini menggunakan ChatGPT untuk latihan sebelum melakukan presentasi, gitu ya.
P1: Iya, benar.
Pewawancara: Kalau begitu kita lanjut pertanyaan berikutnya. Nah, jadi tujuan utama P1 menggunakan AI ini... apa sih tujuan utamanya P1 menggunakan AI ini?
P1: Nah, tujuan utamanya itu supaya saya lancar dalam berbicara dalam bahasa Inggris tersebut dan juga supaya kalimat yang akan saya katakan misalnya dalam presentasi itu bisa tertata dengan rapi, begitu.
Pewawancara: Oke, tadi kan P1 sudah bilang tuh kalau AI ini digunakan sebelum wawancara... jadi tujuan utamanya itu untuk agar pas wawancara itu... eh pas wawancara,

pas presentasi itu sudah tertata yang dibilang dan untuk melancarkan proses presentasinya, seperti itu betul?
P1: Betul.
Pewawancara: Kita lanjut ke pertanyaan berikutnya nih. Secara keseluruhan, bagaimana pendapat P1 tentang kebermanfaatan AI dalam mendukung latihan berbicara nih?
P1: Mmm... kalau menurut saya ya, AI itu berperan penting dan sangat bermanfaat dalam mendukung latihan berbicara bahasa Inggris karena di AI juga... eh di alat yang berbasis AI juga tidak hanya di ChatGPT tapi dengan yang lainnya kita juga bisa berlatih secara lewat via suara gitu supaya benar-benar dikoreksi apakah... eh kita ketika berbicara bahasa Inggris itu sudah benar dan tepat.
Pewawancara: Oke, berarti AI ini bermanfaat banget nih untuk latihan berbicara bahasa Inggris nih berarti ya.
P1: Iya, benar.
Pewawancara: Selanjutnya, bagaimana pengalaman P1 saat pertama kali belajar menggunakan AI untuk latihan berbicara bahasa Inggris nih? Apakah sulit atau malah mudah?
P1: Waktu pertama kali menggunakan AI untuk belajar bahasa Inggris itu saya sangat memudahkan sekali ya karena di... kita tinggal langsung membaca. Kita bisa minta naskahnya, kita juga bisa meminta saran bagaimana kita harus membacanya dan kita juga bisa meminta saran apakah pembacaan kita sudah benar atau belum. Jadi itu sangat-sangat lebih mudah.
Pewawancara: Oke jadi waktu pertama kali P1 menggunakan AI ini nggak ada kesulitan yang berarti gitu ya. Mudah digunakan.
P1: Iya, bisa.
Pewawancara: Selanjutnya sejauh mana sih AI yang P1 gunakan sesuai dengan kebutuhan belajar berbicara bahasa Inggris P1?
P1: Eh itu sudah cukup jauh ya karena saya sudah lumayan menggunakan AI itu dari misalkan dari yang basic-basic-nya sampai yang mengoreksi grammar-nya sampai latihan berbicaranya juga jadi sudah sangat lumayan jauh.
Pewawancara: Jadi AI yang P1 gunakan ini udah sesuai tuh dengan kebutuhan P1 untuk mempersiapkan presentasi itu.
P1: Kalau sejauh ini sudah sangat sesuai.
Pewawancara: Oke selanjutnya, bagaimana sih pengaruh AI ini terhadap motivasi P1 untuk... terhadap motivasi terhadap keinginan belajar bahasa Inggris? Apakah dengan belajar AI P1 lebih termotivasi untuk belajar bahasa Inggris atau seperti mana?
P1: Mmm dengan adanya AI ini cukup sangat termotivasi karena ketika belajar... eh sebelum ada AI gitu kita benar-benar harus struggle untuk mencari bagaimana supaya kita bisa latihan berbicara bahasa Inggris, sedangkan ketika sudah ada AI, kita di mana-mana bisa menggunakan dan mendapatkan alat AI yang memudahkan kita untuk belajar dan berbicara dalam bahasa Inggris. Jadi sangat sangat apa tadi... sangat-sangat berpengaruh.
Pewawancara: Oke, jadi dengan adanya AI ini P1 lebih termotivasi nih untuk belajar bahasa Inggris karena bisa diakses dari mana saja dan kapan saja gitu ya.
P1: Iya, benar.
Pewawancara: Di pertanyaan selanjutnya, apa sih yang membuat P1 itu ingin terus menggunakan atau malah P1 malas menggunakan AI ini untuk rencana ke depannya? Untuk latihan ke depannya.

P1: Em, kalau yang ingin terus menggunakannya itu karena yang tadi mudah diakses dan juga sudah sangat banyak sekali alat yang berbasis AI yang memudahkan kita untuk belajar dan berbicara dalam bahasa Inggris. Dan yang membuat malas itu terkadang limitation-nya kayak batasan waktunya, dan juga harus premium gitu. Itu yang terkadang membuat jadi malas.
Pewawancara: Oke. Tapi kalau... emm yang lebih condongnya nih, P1 lebih memilih untuk terus menggunakan atau nggak menggunakan lagi nih?
P1: Terus menggunakan, karena benar-benar sangat berpengaruh dalam kehidupan sehari-hari di bidang EFL.
Pewawancara: Oke oke. Kalau begitu kita masuk ke pertanyaan berikutnya. Nah menurut P1 nih, apa sih peran yang seharusnya dimainkan oleh AI ini dalam pembelajaran bahasa Inggris?
P1: Hmm, maksudnya gimana nih?
Pewawancara: Maksudnya peran AI itu layaknya seperti apa? Apakah ia harus seperti teman yang mudah diajak ngobrol atau haruskah dia menjadi peran sebagai seorang guru gitu yang membenarkan disaat salah.
P1: Kalau menurut saya... peran yang seharusnya dimainkan oleh alat yang berbasis AI itu ya menyesuaikan. Misalkan di saat kita membutuhkannya untuk menjadi guru, dia bisa menjadi guru. Di saat kita membutuhkannya untuk menjadi teman, dia bisa menjadi teman. Dan menurut saya sejauh ini AI, alat-alat yang berbasis AI itu sudah cukup bagus ketika memainkan peran ketika kita ingin ia jadi guru, dia bisa menyesuaikan perannya gitu.
Pewawancara: Berarti AI ini sudah bisa memainkan peran nih dalam membantu proses belajar ya.
P1: Iya, benar.
Pewawancara: Selanjutnya itu, menurut P1 sendiri nih, bagaimana alat berbasis AI ini memberikan P1 lebih banyak kesempatan untuk berlatih berbicara bahasa Inggris? **P1:** Gini maksudnya, menurut P1 nih, bagaimana sih AI ini bisa memberikan kesempatan untuk P1 belajar bahasa Inggris secara lebih banyak? Apakah... eh AI ini kan bisa diakses kapan saja. Jadi P1 ini bisa berlatih lebih sering karena AI itu bisa diakses kapan saja gitu.
P1: Iya, benar. Karena dengan banyaknya alat yang berbasis AI sekarang kesempatan untuk berlatih berbicara bahasa Inggris itu juga semakin meningkat. Karena kita bisa mengaksesnya kapan saja dan juga tidak terlalu banyak persyaratannya gitu. Jadi cukup mudah untuk diakses.
Pewawancara: Oke. Lanjut ke pertanyaan berikutnya. Nah... pertanyaan berikutnya, sejauh mana sih AI ini membantu P1 memperbaiki atau meningkatkan *pronunciation* P1 dalam berbicara bahasa Inggris?
P1: Nah, kalau di *pronunciation* itu terkadang saya tidak terlalu bergantung pada AI karena eh saya sudah gimana ya... kalau dari AI itu terkadang saya juga lebih condong ke AI yang dalam tulisan gitu. Jadi kalau mendengarkan *pronunciation* itu kan kita harus mendengarkan. Jadi itu mungkin saya langsung mencarinya ke sumber lain misalkan kayak di YouTube atau di Google Translate atau di DeepL gitu. Eh iya, DeepL juga termasuk AI.
Pewawancara: Oh, jadi... jadi kalau dari P1 sendiri berarti AI ini untuk latihan *pronunciation* nggak terlalu bergantung dengan AI seperti itu ya. Jadi P1 menggunakan AI ini untuk merencanakan dan untuk melatih bagaimana ke depannya seperti itu ya.
P1: He-em, benar.

Pewawancara: Oke. Kalau gitu kita lanjut ke pertanyaan berikutnya, yaitu manfaat. Bagaimana sih AI ini membantu P1 dalam melancarkan *fluency*, kalau tadi itu kan *pronunciation*, gimana kalau dengan *fluency*?
P1: Nah, kalau AI ini, kalau untuk saya pribadi itu untuk di *fluency* itu sangat sangat membantu. Karena AI juga... karena saya bisa meminta AI untuk men-*simplify* ketika saya menemukan kalimat yang mungkin susah untuk saya hafal. Jadi AI bisa membantu saya untuk men-*simplify* atau memparafrasenya biar bisa lebih singkat untuk saya mudah menghafalnya.
Jadi bisa membuat saya *fluent* ketika presentasi atau berbicara bahasa Inggris.
Pewawancara: Oke berarti, kalau dari P1 pribadi berarti AI ini sangat membantu nih ya kalau untuk masalah *fluency*.
P1: Iya, benar.
Pewawancara: Selanjutnya, umpan balik atau *feedback* seperti apa yang biasanya P1 dapatkan nih dari AI setelah P1 berbicara... seberapa banyak sih *feedback* yang dikasih AI tersebut ke P1?
P1: *Feedback* dari AI-nya maksudnya?
Pewawancara: Iya. *Feedback*-nya tuh biasanya seperti apa nih yang dikasih AI? **P1:** Nah, kalau itu biasanya tergantung dengan alat AI yang kita gunakan juga. Ada *feedback* yang memang benar-benar membuat saya "oh, langsung wah nih, langsung paham dengan apa yang saya minta". Ada juga AI yang membuat saya saya masih kurang dan ragu-ragu. Dan kalau menurut saya sih yang lumayan sangat saya suka dengan *feedback*-nya itu dari ChatGPT dan Claude, gitu.
Pewawancara: Berarti dari *feedback* ini tergantung dari AI-nya itu ya.
P1: Iya, benar.
Pewawancara: Selanjutnya, bagaimana sih AI ini mempengaruhi rasa percaya diri ataupun kecemasan P1 dalam berlatih bahasa Inggris?
P1: Nah, kalau dari saya pribadi, kalau soal kecemasan dan rasa percaya diri itu tidak terlalu berpengaruh dari AI karena itu tergantung dari diri saya sendiri seberapa lama atau seberapa banyak saya berlatih, seberapa banyak saya membaca. Kalau AI itu hanya membantu bagaimana saya *fluency*-nya, *pronounce*-nya, dan kayak naskahnya. Tapi kalau kepercayaan diri dan kecemasan itu tergantung dari diri saya sendiri.
Pewawancara: Oke berarti AI ini nggak membantu ya untuk masalah percaya diri gitu ya.
P1: Iya, nggak.
Pewawancara: Selanjutnya nih, bagaimana sih AI ini membantu P1 berlatih berbicara secara mandiri di luar kelas, apakah dengan AI ini P1 bisa belajar lebih mandiri?
P1: Iya, sangat membantu. Karena termasuk di perkuliahan ini kita dituntut untuk lumayan belajar mandiri ya. Jadi AI ini sudah sangat berpengaruh banyak dalam pembelajaran mandiri saya. Termasuk dalam ketika pembelajaran untuk yang menuntut saya untuk berbicara bahasa Inggris.
Pewawancara: Oke. Berarti AI ini sangat membantu untuk belajar secara mandiri di luar kelas ya. Walaupun tanpa... Pernahkah P1 merasa bahwa *feedback* yang diberikan oleh AI itu tidak akurat, tidak lengkap, ataupun tidak sesuai dengan kemampuan berbicara bahasa Inggris P1?
P1: Boleh tolong ulangi?
Pewawancara: Gini. Pernah nggak P1 tuh merasa kayak *feedback* yang dikasih AI ini tidak akurat nih untuk masalah yang sedang P1 hadapi sekarang nih, dalam latihan berbicara ini.

P1: Oh, kalau itu pernah, tapi emang tidak sering. Terkadang mungkin karena terlalu banyak permintaan yang kita minta dengan alat yang berbasis AI tersebut, sehingga terkadang AI itu juga ada kesalahan ketika memberikan *feedback* yang kita minta. Jadi yang selalu saya lakukan ketika itu terjadi biasanya saya mengulang pertanyaannya begitu.
Pewawancara: Pertanyaan selanjutnya itu pernah nggak P1 itu mengalami masalah ketika AI mencoba mengenali ucapan ataupun suara yang P1 katakan gitu. Pernah nggak AI itu mengalami masalah ketika mengenali suara P1?
P1: Mmm... oke. Kalau yang berkaitan dengan pengucapan suara itu tidak pernah ya. Karena sejauh ini saya menggunakan AI itu jarang yang menggunakan pengucapan suara, lebih sering dengan pengetikan.
Pewawancara: Oh alah, berarti... berarti agak sedikit melenceng, tapi tidak apa-apa ya. Baiklah selanjutnya itu, menurut P1 nih, seberapa jelas atau tidak jelas sih *feedback* yang diberikan oleh AI ini?
P1: Eh kalau menurut saya, *feedback* dari AI itu jelas dan tidak jelasnya itu tergantung dari prompt yang kita buat atau dari perintah yang kita minta. Kalau permintaan kita memang terkadang kurang jelas, maka *feedback* yang diberikan pun kurang jelas. Tapi kalau prompt atau permintaan yang kita berikan sudah cukup jelas, maka AI akan menjabarkannya dengan sangat-sangat jelas gitu.
Pewawancara: Oke nah, kan P1 nih sering belajar di Duolingo nih kan. Kalau di Duolingo itu pakai ketikan juga atau pakai suara itu?
P1: Oh iya, iya sering pakai suara kalau di Duolingo.
Pewawancara: Nah kalau di Duolingo sering berarti ya pakai suara ya. Nah, kalau *feedback* yang diberikan oleh dari Duolingonya itu kayak mana, jelas nggak menurut P1?
P1: Oh iya, baru ingat. Kalau di Duolingo itu sering banget alatnya itu tidak mengenali atau jadi sering saya itu harus berulang kali mengucapkan kata yang ingin saya ucapkan karena memang terkadang dia tidak langsung membenarkan atau tidak langsung mengenali suara saya gitu.
Pewawancara: Oh jadi AI itu kadang tidak mengenali ucapan P1 itu ya, kadang perlu diulang sampai beberapa kali gitu ya. Selanjutnya nih, menurut P1 apa sih perbedaan antara berlatih dengan AI dibandingkan berlatih dengan teman atau guru seperti itu.
P1: Kalau berlatih dengan teman, guru atau *native* itu terkadang kita harus menekan diri untuk kayak harus minimal perfect dulu atau minimal harus sudah bisa dulu gitu. Tapi kalau dengan AI itu kayak misalkan kita baru belajar pun kita sudah santai atau percaya diri gitu belajar dengan menggunakan AI karena kita merasa itu kayak kita belajar dengan diri kita sendiri gitu.
Pewawancara: Oke jadi walaupun tanpa adanya bantuan dari orang lain, jadi belajar dengan AI ini masih cukup terbilang berguna ya walaupun tidak ada orang lain yang membantu. AI ini bisa membantu dengan baik dan juga tidak harus bisa dahulu, dari awal pun sudah bisa menggunakan AI. Selanjutnya, kendala teknis apa sih yang sering P1 rasakan ketika menggunakan AI ini? Misalnya seperti internet yang tidak lancar ataupun ada nggak kesalahan teknis lain gitu yang sering P1 rasakan.
P1: Kalau kendala itu seperti saya kalau kendala itu tergantung dengan alat yang kita gunakan juga. Terkadang ada juga alat yang kendalanya dari fitur berbayar yang baru dipakai beberapa kali langsung ada fitur berbayarnya. Ada juga yang kendala dengan perangkatnya, ada juga yang terkadang kendala dengan mudah *error* atau tergantung dengan internet begitu.
Pewawancara: Kalau kendala yang dari perangkat nih kayak mana sih contohnya P1?

P1: Kalau kendala dari perangkat ini biasanya kayak ada AI yang mungkin tidak bisa mengakses file atau ada yang AI yang tidak bisa mengakses misalkan kita perlu menyertakan file atau foto atau video gitu, ada AI yang belum menyertakan fitur itu. Gitu.
Pewawancara: Kalau gitu kita lanjut nih, menurut P1 bimbingan atau panduan seperti apa sih yang P1 butuhkan agar bisa menggunakan AI ini dengan lebih maksimal dan lebih efektif untuk latihan berbicara?
P1: Emm mungkin kayak... maksudnya bimbingan atau panduan dari siapa, misalkan kayak gimana contohnya?
Pewawancara: Maksudnya itu untuk menggunakan AI itu P1 perlu dibimbing nih AI ini bisa digunakan untuk ini, AI ini bisa digunakan untuk mengecek *pronunciation*. Perlu nggak P1 diajarin cara menggunakan AI?
P1: Oh. Biasanya kalau yang begitu saya mencari panduannya itu dari media yang lain seperti YouTube atau TikTok. Jadi sebelum saya mengakses alat yang berbasis AI tersebut, saya mencoba mencari informasi kayak fitur-fitur apa saja yang bisa didapat dari alat tersebut, dan bagaimana cara kita menggunakannya. Kalau panduannya seperti itu sih.
Pewawancara: Oke nah, kalau menurut P1 nih, misalnya ada dosen nih, diajarin nih P1 kalau mau belajar bahasa Inggris pakai AI nih, misalnya Duolingo. Perlu nggak P1 diajarin gitu?
P1: Eh kalau menurut saya pribadi itu perlu juga, tergantung dari bimbingan dari dosennya itu bagaimana dia menyampaikannya. Misalkan kayak alat ini nih bermanfaat untuk ini-ini dan dia langsung memberikan contohnya ini-ini. Dan kalau saya tertarik maka saya itu sangat membantu. Tapi kalau beliau hanya memberikan penjelasan singkat saja terkadang saya kurang tertarik, kalau dari cuma begitu saja.
Pewawancara: Berarti kalau masalah P1 tuh kurang tahu mengenai fitur-fiturnya itu biasa P1 langsung cari tahu sendiri gitu ya di YouTube ataupun di TikTok seperti itu ya.
P1: Iya benar.
Pewawancara: Selanjutnya itu untuk setiap AI nih yang pernah P1 gunakan tadi, ada nggak manfaat spesifik dari tiap-tiap AI ini yang P1 rasakan?
P1: Nah, kalau dari saya pribadi, manfaat spesifiknya itu... kayak tadi ya kan ada 3 alat AI yang saya gunakan itu untuk belajar bahasa Inggris. Kalau dari Duolingo itu biasanya manfaat spesifiknya itu bisa berpengaruh di *vocabulary*, karena di Duolingo itu juga kayak memberikan kita pembelajaran *vocabulary*. Jadi di situ memberikan manfaat spesifiknya itu dari *vocabulary*. Kalau dari ChatGPT dan Claude itu manfaatnya ya kayak sesuai permintaan kita itu, misalkan kita mau belajarnya kayak mau latihan presentasi, nah jadi manfaat spesifiknya itu kita jadi bisa berlatih secara maksimal sebelum presentasi gitu.
Pewawancara: Oke kita lanjut ke pertanyaan berikutnya. Untuk setiap AI yang pernah P1 gunakan nih, apa tantangannya nih tiap-tiap AI? Kalau tadi kan manfaat spesifiknya, kalau ini tantangannya nih. Apa tuh untuk tiap-tiap AI?
P1: Nah kalau menurut saya itu, kalau tantangan yang dari AI-nya itu sebenarnya tidak terlalu ini ya, tidak terlalu yang gimana gitu, tidak terlalu berat. Justru menurut saya itu ya kayak tantangannya itu dari diri sendiri. Misalkan kayak rasa malas atau juga kayak mungkin kayak dari eksternalnya itu kayak sinyal kalau misalkan ngelag gitu. Kalau dari alat AI-nya itu sebenarnya menurut saya tidak terlalu ada tantangan yang berat gitu.
Pewawancara: Oke jadi tiap-tiap AI itu nggak ada tantangan yang benar-benar terlihat gitu ya untuk latihan *speaking* ini.
P1: Iya.

Pewawancara: Lanjut nih, menurut P1 apa sih perbedaan di antara AI-AI yang sudah P1 gunakan tadi? Misal Duolingo dengan ChatGPT, apa sih perbedaannya?
P1: Kalau perbedaannya itu, kalau menurut saya Duolingo itu sangat bagus untuk kita latihan untuk *daily*. Misalkan kayak untuk kita me-*improve* skill berbicara kita, me-*improve vocabulary*, dan *pronunciation*. Kalau ChatGPT dan Claude itu lebih kayak untuk persiapan kita, misalkan kayak presentasi atau kita butuh kayak pembuatan naskah untuk kita berbicara bahasa Inggris gitu. Jadi kalau Duolingo itu untuk kita belajar secara prosesnya, kalau Claude dan ChatGPT itu untuk kita misalkan belajar untuk kebutuhan yang emang penting gitu.
Pewawancara: Oke jadi P1 menggunakan Duolingo nih untuk *daily* karena mungkin sudah disediakan rencana pembelajarannya, sedangkan kalau ChatGPT itu untuk pada project-project tertentu gitu ya.
P1: Iya, benar sekali.
Pewawancara: Oke kita udah di pertanyaan terakhir, dari semua AI yang sudah P1 coba nih, mana sih yang paling P1 sukai untuk latihan berbicara bahasa Inggris ini? **P1:** Nah, kalau dari semua alat AI yang pernah saya coba, yang paling saya sukai itu misalkan satu saja ya, yang paling saya suka itu di Claude. Itu paling saya suka karena Claude itu benar-benar memberikan *feedback* yang sesuai kayak yang saya butuhkan. Saya mau latihan berbicara, saya mau minta naskah, saya mau minta apapun yang memang sesuai kebutuhan saya itu Claude itu benar-benar memberikan *feedback* yang sangat bagus. Sedangkan Duolingo itu lebih kayak untuk pembelajaran sehari-hari saja. Kalau ChatGPT terkadang *feedback*-nya itu masih kurang sesuai dengan kebutuhan saya. Jadi kalau sejauh ini saya lebih suka masih menggunakan Claude gitu.
Pewawancara: Oke jadi P1 paling suka AI yang P1 gunakan itu sebelumnya yaitu Claude ya, karena *feedback* yang diberikan itu jelas dan tepat gitu ya.
P1: Iya benar.
Pewawancara: Ini adalah pertanyaan terakhir dari wawancara kita kali ini dan itu juga menutup sesi wawancara kita kali ini. Terima kasih banyak P1 sudah meluangkan waktunya. Eh, kita cukupkan wawancara ini, mungkin sekian dari proses wawancara ini. Terima kasih banyak, mohon maaf mengganggu waktunya. Assalamualaikum warahmatullahi wabarakatuh.
P1: Waalaikumsalam warahmatullahi wabarakatuh.

Lampiran 2. Transkrip Wawancara (P3)
Kategori : Moderate User
Tanggal : 27 Juli 2026
Pewawancara: Oke. Assalamualaikum warahmatullahi wabarakatuh.
P3: Waalaikumsalam warahmatullahi wabarakatuh.
Pewawancara: Oke, jadi apakah benar ini dengan P3?
P3: Iya, benar sekali.
Pewawancara: Oke, terima kasih P3 karena sudah bersedia meluangkan waktu untuk wawancara ini. Nah, jadi wawancara ini bertujuan untuk mengetahui pengalaman dan pendapat P3 lebih dalam nih tentang AI. Wawancara ini adalah kelanjutan dari kuesioner yang sudah P3 isi kemarin tuh.
P3: Iya.
Pewawancara: Tenang ajo, di wawancara iko idak ado jawaban benar ataupun jawaban salah nih. Jadi silakan P3 jawab dengan jujur sesuai dengan pengalaman P3 nih.
P3: Ya, oke siap.

Pewawancara: Nah, jadi wawancara ini izin akan saya rekam supaya untuk memudahkan penulisan skripsi ke depannya tuh.
P3: Iya.
Pewawancara: Tapi aman, tenang ajo, aman karena idak akan di-*publish* dan rekaman ini akan dijaga kerahasiaannya, oke? Apakah P3 setuju?
P3: Iya, saya setuju, Kak.
Pewawancara: Oke, kalau gitu kita lanjut masuk langsung ke pertanyaannya. Ini pertanyaan yang pertama nih. Bisa nggak P3 tolong ceritakan nih, alat-alat AI apa sih yang pernah P3 gunakan untuk latihan bicara bahasa Inggris?
P3: Kalau sejauh ini sih yang paling, yang sekarang saya gunakan ya paling sering ya, mungkin Gemini ya, Kak. Karena Gemini itu kayak ada fitur kita bisa ngobrol gitu sama AI-nya gitu. Kalau ada, kalau alat-alat lainnya mungkin pernah pakai Stimuler, tapi nggak pakai lagi karena harus berbayar. Jadi sekarang saya menggunakan yang gratisan aja gitu, Gemini. Soalnya aplikasi... dia itu apa ya? Yang paling gampang diakses gitu. Jadi fiturnya itu lumayan lengkap juga gitu sih untuk latihan *speaking* gitu.
Pewawancara: Oke, berarti yang paling sering dipakai Gemini ni ya. Tapi kalau, kalau yang pernah-pernah P3 pakai ni apa bae tuh selain Gemini ni?
P3: Paling Stimuler sih. Kalau Stimuler itu, tapi nggak pakai karena berbayar gitu. Kalau berbayar ya malas juga gitu. Jadi menggunakan Gemini aja itu yang gratis gitu.
Pewawancara: Oke berarti seringnya Gemini gitu ya sama Stimuler gitu ya yang pernahnya itu ya?
P3: Iya, pernah.
Pewawancara: Oke lanjut nih ke pertanyaan kedua nih. Dari semua alat yang sudah P3 sebutkan tadi, mana sih yang paling sering... Oh berarti yang paling sering ini P3 pakai ni Gemini ni berarti ya.
P3: Gemini ya.
Pewawancara: Nah, kalau P3 pakai Gemini ni dalam situasi belajar yang kayak gimana nih?
P3: Gemini ini paling untuk ngobrol-ngobrol biasa gitu tentang topik-topik yang baru gitu. Misalkan kan tapi ada topik... misalkan kayak ada anime gitu ataupun kayak novel gitu. Novel yang ingin dibahas gitu, menggunakan bahasa Inggris ya dengan AI gitu. Yang penting kayak apa, kayak *interest* gitu, *interest* saya sendiri gitu yang menarik gitu untuk dibahas gitu kalau untuk *speaking* gitu biasanya.
Pewawancara: Oke, berarti P3 ini gunakan Gemini ini untuk belajar bahasa Inggrisnya tuh mengenai sesuatu hal-hal yang masuk ke *interest* P3 gitu, begitu ya?
P3: Iya, ketertarikan saya gitu. Ya, apa yang menarik gitu.
Pewawancara: Oke, oke. Nah, lanjut nih pertanyaan berikutnya nih. Kalau tujuan utama nih, P3 pakai AI untuk latihan berbicara nih apa nih?
P3: Tujuan utamanya sih ya biar ini ya, biar lebih pede gitu untuk ngomong bahasa Inggris. Jadi tanpa takut salah ataupun malu gitu misalnya. Soalnya kalau saya ngomong sama orang ya kadang biasanya apa, terbata-bata gitu, nggak terstruktur gitu. Nah dengan adanya AI ini kan, dia nggak bakal nge-*judge* gitu, nggak bakal menghakimi gitu. Jadi saya bisa ngomong sebebas-bebasnya gitu sambil tetap dapat koreksi dari AI gitu.
Pewawancara: Oke, jadi tujuan utama P3 pakai AI ini untuk meningkatkan percaya diri gitu ya, dan juga mengurangi kecemasan dalam ngobrol tuh ya.
P3: Iya, biar nggak di-*judge* sama orang gitu.
Pewawancara: Oke. Terus lanjut nih pertanyaan berikutnya nih. Kalau secara keseluruhan nih, cak mana sih pendapat P3 itu tentang manfaat AI ini dalam mendukung ngomong bahasa
Inggris ini?
P3: Menurut saya sih cukup bermanfaat ya, karena... membantu gitu untuk

menambah-nambah jam terbang kita dalam ngomong bahasa Inggris. Apalagi kalau lagi sendiri gitu, bisa dipraktekkan secara mandiri gitu. Meskipun masih ada banyak batasan gitu, terkadang juga ada batasannya gitu, kayak *feedback*-nya itu kadang kurang mendalam gitu dibanding kalau kita ngobrol sama teman gitu, orang lain yang pas *speaking* gitu.
Pewawancara: Oke, berarti kalau secara manfaatnya cukup banyak lah ya, tapi tetap masih ada kekurangannya gitu ya. **P3:** Iya, masih ada gitu.
Pewawancara: Oke. Nah. Ke pertanyaan selanjutnya nih. Kalau menurut P3 nih, pas P3 pertama kali menggunakan AI itu untuk ngomong tuh bahasa Inggris itu sulit atau mudah tuh, Ki?
P3: Awal-awalnya sih sebenarnya kayak nggak terlalu sulit sih. Karena *interface*-nya itu penampilannya itu cukup apa ya, cukup mudah digunakan, cukup intuitif gitu. Dan juga, cuma... cuma saya butuh waktu aja itu biar ngerti gitu, cara ngatur suaranya biar bisa, apa gimana ya. Biar dikenali sama sistemnya gitu, biar percakapan itu nggak kaku gitu. Jadi setelah saya coba beberapa kali, saya lebih terbiasa dan bisa *explore* lebih banyak gitu cara-cara pakainya gitu.
Pewawancara: Oke, jadi walaupun pertama kali dipakai itu nggak terlalu membingungkan ya karena dari *interface* aja udah keliatan gitu ya.
P3: Iya, udah mudah digunakan, intuitif juga.
Pewawancara: Oke, lanjut ke pertanyaan berikutnya nih. Nah, sejauh ini nih, AI yang P3 gunakan nih untuk kebutuhan belajar itu... sesuai nggak dengan kebutuhan belajar P3 nih?
P3: Sesuai dengan kebutuhan belajar ya? Menurut saya sih lumayan sesuai gitu. Karena saya bisa gitu memilih topik yang saya inginkan sendiri gitu. Misalnya kayak, kalau dulu ya, misalkan untuk latihan presentasi gitu ataupun percakapan sehari-hari gitu. Tapi kadang belum sepenuhnya pas juga ya, soalnya kita sebagai mahasiswa bahasa Inggris gitu ya, terkadang butuh koreksi yang lebih dalam gitu misalkan kayak *grammar* ataupun pengucapan yang detail gitu. Jadi nggak selalu AI itu dapat gitu.
Pewawancara: Oke, berarti secara garis besar nih, AI ini sudah sesuai lah ya untuk kebutuhan belajar walaupun ada beberapa hal yang mungkin perlu ditingkatkan lagi gitu ya.
P3: Iya, gitu, betul.
Pewawancara: Oke. Terus pertanyaan selanjutnya nih. Bagaimana sih AI ini berpengaruh terhadap motivasi P3 nih untuk belajar bahasa Inggris nih?
P3: Sebenarnya cukup sih untuk tingkatkan motivasi gitu. Soalnya gimana ya, jadi lebih gampang gitu buat apa ya, untuk latihan kapan aja gitu tanpa perlu nyari partner dulu gitu. Tapi kadang kalau responnya kurang natural ataupun ada masalah teknis gitu mungkin jadi agak males juga latihannya, tapi jadi pengaruhnya itu naik turun gitu, tergantung lagi lancar apa nggak makainya gitu.
Pewawancara: Oke, berarti tergantung situasi gitu ya, kalau situasinya lagi mendukung itu meningkatkan motivasi gitu ya.
P3: Iya, betul.
Pewawancara: Oke, kita lanjut nih pertanyaan berikutnya nih. Apa sih yang membuat P3 tu pengen terus pakai AI ini ke depannya atau malah P3 ini malas gitu pakai AI ini?
P3: Yang bikin saya pengen terus pakai AI ini pastinya lebih ke ini ya, ke praktisnya gitu, bisa latihan kapan aja dan juga di mana aja gitu. Tapi ya kadang bikin malas itu kalau responnya itu repetitif gitu, berulang-ulang gitu atau kurang variatif gitu. Jadi merasa monoton. Kalau ke depannya mungkin makin natural aja gitu, makin peka sama kesalahan kecil gitu. Jadi saya sendiri bakal makin sering pakainya gitu.
Pewawancara: Oke, dengan kekurangan AI yang P3 bilang repetitif tadi tuh, P3 masih mau nggak pakai AI ini untuk jangka panjang ke depan gitu?
P3: Masih mau sih, karena dia *available*, dia juga gratis, mudah digunakan, ya kenapa tidak gitu. Paling tidak bisa membantu meningkatkan *speaking* kita.

Pewawancara: Oke, berarti P3 masih pengen pakai nih ya AI ini berarti untuk masa depan tu ya.
P3: Iya. Soalnya pasti kan AI ini kan bakal berkembang terus ya, teknologi cepat gitu. Jadi saya yakin ke depannya bakal lebih baik juga gitu. Atau mungkin ada juga AI lain mungkin yang bisa lebih baik lagi dari Gemini ini sendiri.
Pewawancara: Iya betul. Oke. Terus pertanyaan berikutnya nih. Nah menurut P3 nih, apa sih peran yang seharusnya dimainkan AI ini dalam pembelajaran bahasa Inggris, apakah AI ini harus berperan sebagai teman berbicara atau sebagai guru atau sebagai apa nih kalau menurut P3 nih?
P3: Menurut saya sih peran AI ini sih sebagai pendamping aja gitu, pendamping latihan gitu. Bukan teman, bukan juga guru gitu. Jadi AI itu lebih bagus buat nambah jam-jam latihan gitu dan bikin lebih pede gitu. Tetapi tetap butuh interaksi dengan manusia pastinya. Buat dapat *feedback* yang lebih dalam dan lebih alami gitu.
Pewawancara: Oke jadi peran AI ini sebagai pendamping aja gitu ya dalam latihan itu ya.
P3: Ya pendamping latihan.
Pewawancara: Oke. Pertanyaan berikutnya nih. Sejauh mana sih AI ini bantu P3 meningkatkan *pronunciation* tu, meningkatkan pengucapan P3 ni dalam bahasa Inggris?
P3: Lumayan membantu sih. Jadi buat kita sadar gitu bagian mana yang pengucapannya masih kurang tepat. Tapi kadang-kadang juga saya ragu apakah koreksinya udah benar-benar akurat atau belum gitu. Soalnya kadang sistemnya itu mungkin lebih sering fokus ke ngerti maksud saya sih daripada ngoreksi detail pelafalannya gitu.
Pewawancara: Oke. Berarti sejauh ini sudah cukup bagus lah ya *pronunciation*-nya. Bagaimana dengan *fluency* ini P3? Meningkatkan *fluency* juga nggak?
P3: Kalau ini sih yang paling saya rasakan manfaatnya gitu. Jadinya lebih lancar gitu karena sering latihan ngomong tanpa jeda mikir lama-lama gitu. Soalnya nggak takut salah di depan AI kan. Jadi lama-lama saya sendiri sih lebih terbiasa gitu untuk nyusun kalimat secara spontan gitu tanpa terlalu banyak mikir dulu gitu.
Pewawancara: Oke jadi karena sering dipakai nih Gemini ini untuk latihan berbicara jadi *fluency* itu otomatis meningkat gitu ya, Ki ya?
P3: Iya, betul sekali.
Pewawancara: Oke, lanjut nih. Kalau *feedback* ni Ki, sepertinya *feedback* apa sih yang biasanya P3 dapatkan dari AI ni sesudah ngomong beberapa kali gitu?
P3: Biasanya sih saya dapat semacam koreksi kalimat ataupun saran kata yang lebih natural gitu. Kadang juga ada penjelasan singkat kenapa suatu ungkapan itu lebih pas dipakai gitu. Menurut saya cukup bermanfaat sih untuk belajar secara independen. Tapi kadang penjelasannya masih agak umum juga gitu, jadi saya kadang perlu nanya ulang biar lebih jelas gitu.
Pewawancara: Oke berarti secara garis besar, *feedback* indikasi AI ini bermanfaat lah ya?
P3: Bermanfaat.
Pewawancara: Oke. Ini pertanyaan berikutnya nih tentang percaya diri dan kecemasan yang tadi nih, kalau menurut P3 ngaruh dak AI ini untuk meningkatkan percaya diri ini pas ngomong gitu?
P3: Sangat ngaruh sih, sangat membantu sih. Terutama untuk mengurangi apa ya, mungkin seperti rasa cemas gitu, soalnya saya sendiri sih bisa coba ngomong berkali-kali gitu tanpa rasa takut dinilai gitu. Dan juga efeknya itu lebih percaya diri pastinya lumayan naik gitu. Apalagi kalau mau ngomong depan orang beneran, orang asli gitu, saya udah nggak terlalu grogi gitu kayak dulu gitu.
Pewawancara: Oke berarti kalau menurut P3, AI ini sangat meningkatkan kepercayaan diri gitu ya, karena pas kita ngomong itu nggak di-*judge* gitu sama AI itu ya.
P3: Iya lumayan sih, lumayan membantu.

Pewawancara: Oke, lanjut nih. Kalau menurut P3 nih, bagaimana sih AI ini bantu P3 secara mandiri di luar kelas gitu?
P3: Kalau saya, lumayan membantu sih. Soalnya kan kita bisa latihan sendiri gitu di luar jam mata kuliah ataupun tanpa harus nunggu tugas ataupun instruksi dari dosen gitu. Jadi saya bisa lebih milih sendiri tuh topik ataupun situasi yang mau saya latih gitu. Jadi belajarnya lebih fleksibel dan sesuai dengan kebutuhan saya gitu.
Pewawancara: Oke berarti dengan adanya AI ini membantu P3 dalam belajar mandiri nih ya di luar kelas gitu ya.
P3: Iya benar.
Pewawancara: Oke. Lanjut nih ke pertanyaan berikutnya nih. Pernah nggak P3 ngerasa kalau *feedback* dari AI itu yang diberikan AI itu tidak akurat gitu. Pernah nggak?
P3: Ya pernah sih, beberapa kali sih saya ngerasa *feedback*-nya itu kurang lengkap gitu. Kayak cuma dikoreksi bagian yang salah aja tapi tanpa dijelasin gitu kenapa itu salah gitu. Ada juga momennya itu kadang AI-nya itu kayak nggak terlalu ngeh gitu sama kesalahan *grammar* kita gitu. Yang *grammar* itu masalah itu padahal kecil gitu. Tapi sebenarnya lumayan penting sih buat saya untuk diperbaiki gitu.
Pewawancara: Oke berarti banyak lah ya *feedback* yang diberikan AI ni. Kalau gitu lanjut nih pertanyaan berikutnya nih. Pernah nggak P3 mengalami masalah pengenalan suara gitu, pas pakai AI ini. Kayak AI-nya itu nggak dengar ataupun salah mendengar omongan P3 tu, pernah nggak tu?
P3: Pastinya sih pernah sih, apalagi kalau saya ngomong agak cepat gitu ataupun ada logat-logat tertentu dari saya sendiri sih. Terkadang suara saya itu nggak kebaca dengan tepat sama sistemnya. Jadinya kadang responnya itu jadi nggak nyambung gitu sama yang saya maksud. Jadi saya harus ngulang kali lagi kalimatnya supaya ditangkap dengan baik oleh AI gitu. **Pewawancara:** Oke. Kalau gitu kita lanjut ke pertanyaan berikutnya. Nah menurut P3 nih, seberapa jelas sih atau malah tidak jelas *feedback* yang diberikan AI ini? Jelas nggak *feedback* yang diberikan AI ini?
P3: Kadang-kadang jelas, kadang-kadang juga masih ambigu gitu. Kalau kesalahannya sih sederhana, biasanya kayak penjelasannya itu cukup gampang dipahami. Tapi kalau soal kayak nuansa makna ataupun ekspresi yang lebih halus, penjelasannya suka kurang detail gitu. Jadi saya kadang masih bingung harus benerinnya gimana gitu.
Pewawancara: Oke berarti *feedback*-nya ini kadang jelas kadang nggak gitu ya Ki?
P3: Ya kadang ambigu gitu. Masih ambigu gitu.
Pewawancara: Oke. Lanjut nih ke pertanyaan berikutnya nih. Dari yang sudah P3 *mention* tadi nih, menurut P3 nih, ada nggak perbedaan latihan dengan AI ini dibandingkan dengan orang asli gitu kayak guru, teman sekelas atau orang lain gitu?
P3: Pastinya beda jauh banyak kerasa gitu. Kalau sama AI pastinya saya sendiri sih lebih santai gitu, dan nggak takut salah. Tapi walaupun *feedback*-nya kadang kurang hidup gitu dibanding dengan ngobrol sama manusia gitu. Kalau sama guru ataupun teman, saya bisa dapat koreksi gitu yang lebih kontekstual gitu. Dan juga belajarnya lebih ekspresif gitu. Dan juga pastinya intonasinya lebih natural gitu, yang susah didapat oleh AI gitu.
Pewawancara: Oke berarti manusia dan AI ini ada manfaatnya sendiri-sendiri gitu ya Ki ya, untuk belajar ya.
P3: Iya ada manfaatnya masing-masing sih.
Pewawancara: Oke. Lanjut nih, pertanyaan berikutnya nih. Kalau masalah teknis nih, masalah teknis apa bae sih yang biasanya P3 alami tuh ketika belajar pakai AI ini. Misalnya kayak koneksi internet atau apa gitu Ki.
P3: Yang paling sering sih pastinya apa ya, koneksi internet gitu, yang kadang-kadang nggak stabil gitu. Jadi responnya itu suka delay gitu ataupun bahkan putus di tengah percakapan. Selain itu kadang pastinya ada fitur-fitur juga sih tertentu yang perlu berlangganan berbayar gitu. Jadi saya nggak bisa akses semua fitur itu secara maksimal gitu.

Pewawancara: Oke. Kalau gitu kita langsung lanjut ke pertanyaan berikutnya nih. Menurut P3 nih, butuh nggak bimbingan gitu atau panduan supaya P3 ini bisa menggunakan AI ini untuk belajar ngomong supaya lebih efektif gitu Ki?
P3: Kalau saya rasa sih perlu sih. Ada semacam seperti panduan gitu tentang cara mengatur percakapan gitu, biar lebih sesuai dengan kebutuhan belajar kita gitu. Misalnya cara minta *feedback* yang lebih spesifik ke AI gimana gitu. Selain itu arahan dari dosen gitu soal topik ataupun skenario latihan yang cocok dipakai juga bakal sangat membantu gitu. Biar penggunaannya itu lebih terarah gitu nggak asal-asalan gitu.
Pewawancara: Oke berarti menurut P3 ini masih butuh lah ya panduan supaya bisa menggunakan AI ini lebih efektif lagi gitu ya.
P3: Iya betul.
Pewawancara: Oke. Lanjut pertanyaan berikutnya nih. Kan P3 tadi sudah pernah menggunakan Gemini sama apa tadi satu lagi tuh?
P3: Ya Gemini, Stimuler gitu.
Pewawancara: Ya Stimuler gitu ya. Ada nggak masing-masing manfaat yang cuma dimiliki Gemini atau Stimuler gitu?
P3: Kalau kadang saya sih lebih fokusnya tuh ke Gemini ya. Manfaat spesifiknya itu pasti saya paling rasakan itu fleksibilitasnya gitu. Bisa dipakai buat ngobrol santai maupun latihan yang lebih terstruktur gitu. Kayak *roleplay* ataupun gitu ya. Saya juga suka karena bisa langsung minta koreksi gitu. Kalau Stimuler sih Stimuler itu bagus ya. Dia itu menyesuaikan dengan level kita gitu, ada level-levelnya gitu. Tapi karena dia berbayar juga gitu, sebenarnya Stimuler ini bisa lebih bagus daripada Gemini kalau tidak berbayar gitu. Tapi karena saya nggak mau bayar gitu ya, gitu masalahnya gitu.
Pewawancara: Oke berarti manfaat Gemini ini dia lebih fleksibel gitu ya Ki ya.
P3: Ya fleksibel.
Pewawancara: Kalau Stimuler itu dia menyesuaikan dengan level kita gitu lebih memang karena aplikasi untuk *speaking* gitu untuk belajar *speaking* gitu begitu ya.
P3: Iya.
Pewawancara: Oke. Nah di tu kita kan sudah bahas manfaat tu Ki, gimana kalau tantangannya Ki? Dari Gemini ini.
P3: Kalau tantangannya sih paling yang saya rasakan itu soal akurasi gitu untuk pengenalan suara kita yang kadang meleset gitu. Apalagi kalau saya ngomong cepat gitu, selain itu ada *feedback*-nya gitu kadang kurang mendalam ataupun untuk kayak hal-hal yang lebih halus gitu kayak intonasi ataupun ekspresi gitu. Jadi saya ngerasa masih ada batasan gitu untuk kemampuan alat ini dalam membantu *speaking* saya gitu.
Pewawancara: Oke, berarti kalau tantangan yang Stimuler tadi tuh karena terbatasnya akses yang gratis gitu ya Ki ya?
P3: Iya, betul.
Pewawancara: Oke. Kalau dari kedua alat tadi tuh perbedaannya itu di...
P3: Ha?
Pewawancara: Kalau perbedaannya itu apa Ki? Perbedaan Gemini sama Stimuler tuh Ki?
P3: Perbedaannya sih lebih ke ini ya, lebih ke kedalaman, kedalaman AI-nya sih. Kalau Stimuler itu sih lebih di-personalisasikan itu, lebih sesuai dengan bisa kayak sesuai dengan diri kita sih, dia lebih ke kedalaman AI-nya gitu.
Pewawancara: Kalau Gemini-nya?
P3: Kalau Gemini sih lebih umum gitu. Kalau Stimuler ini bisa dipersonalisasikan sesuai dengan kita sendiri gitu sih, sesuai dengan level kita gitu.
Pewawancara: Oke berarti kalau Gemini ini masih general, general aja gitu ya Ki ya.
P3: Ya lebih general gitu.
Pewawancara: Oke, ini selanjutnya ni pertanyaan terakhir nih Ki. Kalau menurut P3 nih kenapa sih P3 itu memilih menggunakan Gemini ni daripada AI yang lain gitu?

P3: Ya seperti yang saya bilang tadi sih, karena lebih fleksibel gitu, dan bisa disesuaikan dengan kebutuhan saya gitu. Entah itu buat latihan secara santai ataupun kayak simulasi gitu untuk wawancara gitu. Selain itu aksesnya juga gampang gitu. Jadi saya bisa latihan kapan saja tanpa ribet gitu. Meskipun saya sadar masih ada kekurangan gitu di beberapa sisi seperti akurasi *feedback* gitu.
Pewawancara: Oke walaupun masih ada beberapa kekurangan gitu tapi favorit P3 tetap Gemini gitu ya Ki ya?
P3: Ya Gemini, karena ya dia paling mudah ya. Karena Gemini saya sendiri sih Pro ya, karena ada gratis gitu 1 tahun untuk mahasiswa kemarin. Jadi saya gunakan itu, karena dia Pro, berbayar gitu, nggak perlu bayar karena gratis gitu.
Pewawancara: Oke. Ini pertanyaan tambahan nih Ki satu Ki, kalau misalnya di kelas tuh, dosen di suatu mata kuliah gitu dosen meminta untuk sumbangan nih per kelas untuk bayar Gemini Pro gitu, sumbangan per kelas, dan di makainya gitu, *sharing* gitu, mau nggak Ki?
P3: Menurut saya sendiri sih nggak sih. Nggak mau saya. Karena menurut saya sih bagusnya itu kalau dia kita berbarengan ya pasti dilihat dong *chat* kita, *chat* kita dengan AI gimana. Mungkin jadi menurut saya itu nggak personal gitu, nggak rahasia gitu. Karena bisa dilihat sama orang gitu. Jadi bagusnya sih personal ke diri sendiri aja gitu *chat*-nya gitu.
Pewawancara: Jadi lebih baiknya itu personal per satu orang gitu ya.
P3: Iya, soalnya jadi kalau kayak gitu sih pastinya orang bisa mengekspresikan dirinya lebih baik gitu. Jadi tanpa kalau dia bersama-sama pastinya orang itu bakal menahan diri gitu, mungkin ada topik yang sensitif gitu yang mau dibicarakan dengan AI gitu. Kalau dia sendiri bisa dia lakukan gitu.
Pewawancara: Oke jadi lebih bebas berekspresi gitu ya Ki ya.
P3: Iya betul.
Pewawancara: Oke Ki itu tadi pertanyaan terakhir dari wawancara kita kali ini tu Ki, terima kasih banyak Ki karena sudah meluangkan waktu untuk wawancara ini.
P3: Iya.
Pewawancara: Jadi sekian kita tutup wawancara ini dengan mengucap hamdalah. Alhamdulillahirabbilalamin.
P3: Alhamdulillahirabbilalamin.
Pewawancara: Oke Ki, wassalamualaikum warahmatullahi wabarakatuh.
P3: Waalaikumsalam warahmatullahi wabarakatuh.

Lampiran 3. Transkrip Wawancara (P2)
Kategori : low User
Tanggal : 27 Juli 2026

Pewawancara: Oke. Baiklah, assalamualaikum warahmatullahi wabarakatuh.
P2: Waalaikumsalam warahmatullahi wabarakatuh.
Pewawancara: Oke, apa benar saudara ini bernama P2?
P2: Betul sekali.
Pewawancara: Oke, betul. Terima kasih P2 karena sudah bersedia meluangkan waktunya untuk melakukan wawancara ini. Nah, jadi wawancara ini itu dilakukan untuk mengetahui pengalaman dan pendapat P2 ni lebih dalam nih karena kemarin kan sudah mengisi kuesioner yang sudah diberikan tuh. Nah, jadi wawancara ini dilakukan untuk mengetahui lebih dalam pendapat dan pengalaman P2 nih.

P2: Baik, baik.
Pewawancara: Jadi, P2 tenang ajo, di wawancara ini ndak ado jawaban yang benar ataupun jawaban yang salah. Jadi, apapun yang P2 jawab, silakan jawab dengan jujur sesuai dengan pengalaman P2 sendiri.
P2: Oke, siap.
Pewawancara: Nah, wawancara ini saya izin merekam untuk melakukan, untuk memudahkan penelitian saya ke depannya.
P2: Siap, siap, siap.
Pewawancara: Oke, apakah P2 setuju?
P2: Setuju, setuju.
Pewawancara: Oke, kalau begitu kita langsung mulai masuk ke pertanyaan yang pertama. Bisa nggak P2 ceritakan nih, alat-alat AI apa saja sih yang pernah P2 gunakan nih untuk latihan berbicara bahasa Inggris?
P2: Oke, untuk alat, tentunya ada banyak ya alatnya.
Pewawancara: Maksud AI ya?
P2: Ya, alat berbasis AI gitu. Ya yang paling utama yang sering saya gunakan yaitu ChatGPT, kedua Gemini, dan yang terakhir itu ada yang namanya tuh, eh ini apa yang namanya tuh... baru, baru.
Pewawancara: Blackbox?
P2: Bukan, bukan Blackbox, bukan Blackbox, bukan, bukan. Pokoknya itu tuh AI-nya tuh seperti bagaimana cara kita melatih *speaking*. Saya lupa namanya, tapi saya juga sering di AI tersebut.
Pewawancara: Oh, berarti ini...
P2: Jadi lebih dominannya ChatGPT dengan Gemini.
Pewawancara: Gemini dan ChatGPT. Oke. Kita lanjut ke pertanyaan berikutnya. Dari semua AI yang sudah P2 sebutkan tadi nih, yang mana sih yang paling sering P2 pakai nih?
P2: Ya seperti yang saya bilang tadi, yang paling saya... karena memakai ChatGPT ya, karena lebih mudah dan emang lebih cocok di saya saja.
Pewawancara: Yang paling sering ChatGPT nih berarti ya. P2 pakai ChatGPT ini dalam situasi belajar yang kayak gimana nih? Apakah belajar untuk presentasi, apakah belajar untuk... cuma untuk melatih *speaking*, melatih *pronunciation* atau kayak mana nih?
P2: Tentunya di ChatGPT itu kan banyak hal yang bisa saya lakukan ya. Ya apa yang Anda sebutkan tadi itu masuk semua, dalam melatih *speaking*, melatih presentasi, melatih untuk ujian dalam *speaking* juga.
Pewawancara: Berarti P2 udah sering nih latihan ngomong bahasa Inggris pakai JPT nih?
P2: Iya. Jadi sekalian ngobrol lah, kalau JPT.
Pewawancara: Oke. Nah, ini kita lanjut pertanyaan berikutnya nih. Apa sih tujuan yang paling utama P2 menggunakan AI ini untuk latihan berbicara nih?
P2: Tujuan utamanya ya seperti pada dasarnya alat ya, kalau namanya kalau kita jadi tukang pasti ada alat-alat. Jadi AI ini sebagai alat untuk membantu kita dalam mencari informasi ataupun mempermudah kita untuk latihan dari *speaking* gitu.
Pewawancara: Jadi biar *speaking*-nya lebih lancar aja gitu ya?
P2: Iya, alat pokoknya.
Pewawancara: Nah, secara keseluruhan nih, bagaimana sih pendapat P2 nih tentang manfaat

AI ini dalam...
P2: Tentunya manfaat AI ini sangat bermanfaat ya, apalagi untuk orang-orang yang sebenarnya belum mengetahui bahasa Inggris tapi ingin belajar, apalagi lewat AI. Bagi saya sendiri, ChatGPT ataupun AI yang sering saya gunakan memang sangat bermanfaat begitu. Karena setiap kali aspek yang semisal saya nggak tahu mau bilangnya atau pun sedikit semisal latihan *speaking*-nya dia nggak tahu nih dari penjelasan ataupun dari materi ini, ya mungkin dari AI bisa membantu gitu.
Pewawancara: Berarti sangat bermanfaat nih ya AI-nya berarti ya.
P2: Bermanfaat tetapi tidak ini... kebergantungan gitu.
Pewawancara: Oke. Kita lanjut nih kalau gitu. Terus bagaimana nih pengalaman P2 nih saat pertama kali menggunakan AI ini untuk belajar *speaking* nih? Apakah sulit atau malah mudah?
P2: Tentunya kita perlu beradaptasi dengan teknologi ya, karena saya emang dasarnya udah pandai dalam bermain *gadget* ya, ya mudah-mudah saja.
Pewawancara: Jadi mudah ya, nggak ada kendala yang terlalu signifikan gitu ya menggunakan AI ini. Oke. Nah, pertanyaan selanjutnya nih. Sejauh mana sih AI yang P2 gunakan ini sesuai dengan kebutuhan belajar P2 nih? Apakah sejauh ini ChatGPT itu udah sesuai dengan apa yang P2 harapkan untuk belajar dari ChatGPT ini?
P2: Tentunya kalau kita bilang sesuai, mungkin dari kita sendiri ya. Kalau menurut saya sendiri, ada yang kadang sesuai, kadang enggak. Jadi *fifty-fifty* lah.
Pewawancara: Jadi dia itu kadang sesuai dengan kebutuhan belajar P2, kadang enggak juga gitu ya.
P2: Iya, jadi kita perlu AI yang lain sebagai men-*support* gitu.
Pewawancara: Oke. Oke kalau gitu kita lanjut ke pertanyaan berikutnya nih. Bagaimana sih pengaruh AI ini terhadap motivasi atau keinginan P2 untuk belajar *speaking* lebih dalam gitu?
P2: Sebenarnya nggak terlalu berpengaruh ya kalau bagi saya kalau AI ini ya. Karena pada dasarnya saya termotivasi untuk belajar *speaking* biasanya dari film. Bukan dari AI. Jadi sejatinya misal saya belajarnya dari film, jadi untuk latihannya ya dari AI gitu.
Pewawancara: Oke jadi walaupun AI ini udah sering P2 gunakan nih tapi motivasi itu tetap dari diri sendiri tuh ya?
P2: Iya, *intrinsic motivation* gitu.
Pewawancara: Oke. Kita lanjut nih kalau gitu. Apa sih yang membuat P2 ini pengen terus pakai AI ini untuk belajar atau malah nggak mau pakai lagi gitu?
P2: Alasan simpel saya AI itu kita bisa ngedit. Ngedit dalam artian kita bisa meng-*custom* orang yang jadi lawan bicara kita. *So that's why*, mengapa saya senang menggunakan AI. Tentunya kita bisa *speaking* sesuai dengan kehendak kita. Jadi kita tulis prompt-nya sebagaimana mungkin, terus kita ubah nih jadi orang yang kita suka gitu contohnya, semisalnya jadi mantan kita kan, misalnya kan. Ya, jadi gitu deh.
Pewawancara: Berarti P2 ini masih berencana untuk tetap menggunakan AI ini di masa depan ini berarti ya?
P2: Iya, betul sekali.
Pewawancara: Oke. Nah, kalau menurut P2 nih, apa sih peran yang seharusnya dimainkan oleh AI ini dalam pembelajaran *speaking*, apakah dia harus menjadi teman atau apakah dia harus menjadi guru, atau seperti apa nih?
P2: Opsional. Opsional dalam artian, kamu... misalnya saya sendiri ya, saya sendirinya itu lebih ke guru sih. Karena ada banyak aspek-aspek *speaking* yang mungkin saya

terlewat. Kalau teman, mungkin dia hanya menjelaskan beberapa dari prompt-nya ya. Dan apabila jadi guru mungkin AI itu sendiri bisa lebih memberitahu ataupun memberikan informasi lebih banyak dibandingkan sebagai teman. Mungkin dari prompt-nya, itu sih menurut saya.
Pewawancara: Berarti P2 ini pengen AI ini lebih ke mengajari gitu ya, apa saja yang terdapat kesalahan gitu ya.
P2: *Exactly*.
Pewawancara: Berikutnya nih. Menurut P2 nih, bagaimana sih AI ini memberikan P2 kesempatan berbicara lebih banyak gitu, untuk berbicara bahasa Inggris nih?
P2: Tolong ulangi?
Pewawancara: Maksudnya gini nih. Bagaimana sih menurut P2, AI ini memberikan kesempatan P2 untuk berbicara lebih banyak gitu?
P2: Oh, oke. AI memberikan kesempatan lebih banyak ya. Misalnya AI itu kayak sesudah P2 ngomong itu AI itu meminta lanjutkan P2 untuk berbicara mengenai sesuatu itu lebih panjang ataupun lebih mendalam gitu, jadi P2 itu berbicara lebih banyak gitu.
Pewawancara: Oke, baik baik baik.
P2: Oh ya, itu ada sih waktunya itu. Kalau apabila suatu topik yang saya sangat kuasai, jadi saya lebih banyak berbicara. Jadi potensi dari yang sebenarnya sebelumnya saya tertutup oleh ketidaktahuan saya, akhirnya ChatGPT ataupun AI yang saya gunakan ya, ChatGPT dan Gemini, memulai ataupun memberikan semacam dorongan untuk supaya *speaking* saya...
Pewawancara: Berbicara lebih banyak gitu ya.
P2: ...berbicara lebih dari yang dibutuhkan gitu.
Pewawancara: Oke. Kita lanjut nih. Ke pertanyaan berikutnya nih. Sejauh mana sih AI ini membantu P2 nih untuk memperbaiki *pronunciation* P2 nih?
P2: AI sangat membantu sih, kalau untuk *pronunciation* karena itu kan sejatinya kan robot ya. Robot kan *Artificial Intelligence* ya. Walaupun yang dibuatnya, walaupun AI ini dibuat oleh manusia, tetapi pada sejatinya *coding-codingan* dari AI tersebut tuh membantu, cukup membantu bagi saya dalam *pronunciation*. Karena tentunya apa yang ia ucapkan ya itu seperti hampir mirip seperti *native*.
Pewawancara: Berarti dengan adanya AI ini sangat membantu untuk meningkatkan *pronunciation* itu berarti ya.
P2: Iya, ya.
Pewawancara: Oke. Bagaimana dengan *fluency*, apakah itu sejalan dengan *pronunciation*?
P2: Kalau untuk *fluency* itu kelancaran ya?
Pewawancara: Iya, kelancaran berbicara.
P2: Oke, kelancaran, kalau untuk *fluency* mungkin agak kurang dalam saya, kalau untuk itu.
Kalau dari ChatGPT dan Gemini ya.
Pewawancara: Mmm, oke, oke.
Pewawancara: Oke, kita lanjut ke pertanyaan berikutnya nih. Umpan balik atau *feedback* seperti apa sih yang biasanya P2 dapatkan nih dari AI setelah P2 ngobrol dengan AI, kan P2 tadi meminta AI itu sebagai lebih ke guru ya. Biasanya *feedback* seperti apa sih yang dikasih AI ke P2?
P2: Oke, *feedback* yang AI berikan tuh seperti hal-hal tata *grammar* gitu. Bagaimana penyesuaiannya, bagaimana cara... kan *speaking* aja, cara pengucapannya lebih kena gitu.

Bagaimana cara penyebutannya gitu. Bagaimana cara kalau misalnya ada huruf ini bacanya seperti ini gitu.
Pewawancara: Oke berarti banyak gitu ya *feedback* yang diberikan AI itu macam-macam ya. Nah, dari banyak *feedback* yang diberikan itu, P2 merasa nggak sih itu tuh bermanfaat nggak bagi P2 itu? *Feedback* yang diberikan itu.
P2: Bermanfaat. Bermanfaat tentunya untuk kemajuan dalam kemampuan *speaking* saya.
Pewawancara: Bermanfaat tuh berarti ya. Oke. Kita lanjut nih. Terus pertanyaan selanjutnya nih. Bagaimana sih AI ini mempengaruhi rasa percaya diri ataupun kecemasan dalam dari diri P2 nih untuk berbicara bahasa Inggris?
P2: Tentu ada AI itu kalau rasa kecemasan tuh mungkin nggak bisa hilang ya. Karena emang bawaan dari lahir. Jadi kalau untuk mengurangi rasa kecemasan dari AI rasanya bisa. Gitu sih menurut saya.
Pewawancara: Mungkin dia mengurangi kecemasan gitu ya. Bagaimana dengan percaya diri, apakah dengan setelah P2 berbicara dengan AI itu meningkatkan rasa percaya diri dalam berbicara?
P2: Iya, meningkatkan juga sih.
Pewawancara: Meningkatkan juga ya. Oke. Lanjut nih. Bagaimana sih AI ini membantu P2 belajar *speaking* ini secara mandiri di luar kelas gitu?
P2: Iya, tentunya kan kalau AI itu kan biasanya tentang prompt ya, lagi-lagi tentang prompt.
Jadi sebagus mungkin prompt kita, jadi AI itu bakal ngasih tahu yang lebih mendalam gitu. **Pewawancara:** Jadi walaupun belajar mandiri ini dengan adanya AI itu tidak membuat P2 ini berhenti belajar di luar kelas gitu berarti ya. Tetap belajar dengan bantuan AI ini ya.
P2: Iya.
Pewawancara: Oke. Lanjut nih. Pernah nggak P2 ini merasa nih kalau *feedback* yang diberikan AI tadi tuh nggak akurat gitu dengan masalah P2 nih?
P2: Kalau untuk *feedback* beberapa ya sering lah ya, namanya kan kita sering menggunakan. Tapi setelah dia salah memberikan *feedback*, kita luruskan kembali. Jadi pasti ada kesalahan dari...
Pewawancara: Jadi kesalahan *feedback* tuh pasti ada gitu ya, tapi kita membenarkannya kembali gitu ya.
P2: Iya, dari prompt tentunya kan karena AI gitu.
Pewawancara: Oke. Nah ini pertanyaan berikutnya. Pernah nggak P2 ini mengalami masalah teknis gitu dalam pas P2 latihan berbicara dengan AI ini, masalah teknis seperti masalah jaringan, atau masalah handphone yang digunakan gitu, pernah nggak?
P2: Untuk masalah teknis paling ya jaringan lah mungkin, karena sering macet-macet ya. Apalagi di sini di sedikit pelosok gitu ya, jadi ada macet-macet mungkin di sinyal sih, di internet.
Pewawancara: Lebih di internet gitu ya. Kalau fiturnya itu kan kalau P2 memakai yang gratis itu kan ada terbatas gitu waktunya ya. Gitu pernah nggak P2 mengalami masalah seperti itu?
P2: Tentunya pernah. Jadi ya saya terpaksa nih, terpaksa harus menunda dulu. Jadi menunggu gitu.
Pewawancara: Oke, jadi kalau misalnya kelas nih, ada dosen yang menyuruh kelas untuk sumbangan untuk beli Gemini Plus nih biar bisa berbicara dengan limit waktu yang lebih panjang nih, P2 mau nggak sih ikutan sumbangan?

P2: Mau, mau, mau.
Pewawancara: Mau ya, oke. Pertanyaan selanjutnya nih. Menurut P2 nih, seberapa jelas atau tidak jelas sih *feedback* yang diberikan AI tadi? Ini angkanya. Bukan, dari kan P2 tadi kan berbicara nih sama AI, nah terus dia ngasih *feedback* nih, kesalahan berbicara P2 apa nih. Nah, *feedback* yang dikasih itu jelas nggak tuh?
P2: Oh, *feedback* yang diberikan tentunya jelas dan mudah saya pahami gitu.
Pewawancara: Mudah dipahami ya, oke. Lanjut nih, pertanyaan berikutnya nih. Apa sih bedanya latihan dengan AI dengan orang asli nih kayak guru, teman gitu. Ada nggak sih perbedaannya?
P2: Oh, tentu ada dong. Kalau di AI itu biasanya kan karena *they are robots, so that's why I think* mungkin yang menjadi pembeda dari manusia dan AI itu lebih ke perasaan. Kalau kita berbicara ke manusia, itu kan *feeling* dari berbicara ke orang lain itu pasti ada, sedangkan ke robot, ya walaupun mungkin ada tapi tidak sama seperti manusia. Gitu sih menurut saya.
Pewawancara: Jadi emosi yang dirasakan dari *feedback* yang diberikan AI itu kurang terasa natural gitu berarti ya.
P2: Iya, betul sekali.
Pewawancara: Oke, lanjut nih. Ini pertanyaannya sama nih kayak yang tadi, jadi kita lanjut aja skip nih, ini tentang masalah teknis nih yang pernah mengganggu tadi, kan kayak tadi masalah internet, terus fitur yang masih gratis tadi tuh ya, oke kita lanjut aja. Menurut P2 nih saat P2 pertama kali menggunakan AI nih, butuh nggak sih P2 tuh dibimbing gitu bagaimana cara menggunakan AI ini dengan lebih efektif gitu?
P2: Kalau dibimbing, biasanya saya belajar sendiri ya. Kalau untuk dibimbing nggak ada sih, saya lebih menonton TikTok untuk tutorial lebih jelas ataupun nonton YouTube.
Pewawancara: Oke, jadi menurut P2, perlu nggak sih kita tuh, misalnya di suatu kelas itu perlu dibimbing oleh dosen supaya kita itu untuk berlatih menggunakan AI dalam *speaking* gitu?
P2: Kalau menurut saya sih perlu ya, apalagi dosen yang memang telah mengetahui seluk beluk dari *speaking*. Jadi apabila ditambah lagi dengan teknologi AI, ya makin bagus nantinya.
Pewawancara: Makin mantap tuh berarti ya. Oke. Lanjut nih. Untuk tiap AI yang sudah P2 pernah gunakan nih, ada nggak manfaat spesifik per AI gitu, misalnya Gemini manfaatnya ini, ChatGPT ini, gitu, ada nggak?
P2: *Mostly of them are the same*, tapi pembeda dari Gemini dan ChatGPT itu lebih ke fitur sih menurut saya sih. Mungkin di ChatGPT fiturnya lumayan banyak, mungkin di Gemini agak perlu pengembangan lagi, gitu sih menurut saya.
Pewawancara: Oke. Kalau tantangannya nih, kalau tadi kan manfaat nih. Kalau dari tantangannya, ada nggak tuh? Misalnya kalau Gemini itu kan lebih banyak memberikan fitur gratisan tuh daripada ChatGPT, ada nggak tantangan-tantangan lain mungkin?
P2: Kalau tantangan gitu, ya paling... itu dari AI-nya sendiri ya?
Pewawancara: Iya.
P2: Oke, kalau tantangan dari AI-nya sendiri mungkin servernya sih menurut saya. Gimana, termasuk juga nggak?
Pewawancara: Termasuk. Oh ya, dari servernya sih.
P2: Nah kalau di Gemini mungkin tidak terlalu banyak orang yang menggunakan, sedangkan di ChatGPT tuh kadang servernya gitu.

Pewawancara: Oh oke, oke. Tantangan yang perlu saya ini. Oke, lanjut nih. Menurut P2 nih, ada nggak perbedaan di antara alat-alat AI nih, perbedaan di antara ChatGPT dengan Gemini nih, selain manfaat dan tantangannya tadi tuh. Ada nggak perbedaannya?
P2: Perbedaan ya. Kalau untuk perbedaan pasti ada yang saya gunakan ChatGPT dengan Gemini, ada tentunya fitur-fiturnya ya kan. Kalau ChatGPT lebih apa ya, lebih banyak dari *voice*-nya, sedangkan Gemini itu nggak terlalu gitu.
Pewawancara: Oke, mungkin itu aja ya yang membedakannya gitu ya. Oke. Ini selanjutnya pertanyaan terakhir nih. Dari semua AI nih yang sudah P2 coba, itu kan dari Gemini, ChatGPT, dan AI yang tidak disebutkan namanya tadi, menurut P2 mana nih yang paling P2 suka nih, favorit P2 nih?
P2: Suka ya. Kalau suka tuh perlu pendekatan terlebih dahulu gitu ya kan. Pendekatan sebagaimana kita ingin mengetahui lebih dalam AI tersebut. Apabila sudah kita ketahui, wah ini cocok nih, kita mulai mencoba mempelajarinya. Setelah kita mulai mempelajarinya, kita menyadari nih, wah ini kok cocok banget ya dengan saya. Udah kita mencoba, terus mencoba, eh kok kok berasa yang salah ya. Ada sesuatu yang janggal, ada sesuatu yang janggal, akhirnya rupanya saya ini di Gemini ya. Oh rupanya sudah memakai seperti udah lama gitu, nggak cocok. Akhirnya saya berpindah ke ChatGPT. Akhirnya mulai lagi secara perlahan mempelajarinya lagi di YouTube dan di TikTok seperti saya yang bilang tadi. Oh, menurut saya nih di ChatGPT nih lebih cocok dengan saya gitu. Jadi alhasil saya lebih memilih ChatGPT daripada Gemini gitu. Karena di ChatGPT itu lebih banyak fiturnya dibanding Gemini. Jadi saya tinggalkan aja, bukan saya tinggalkan maksudnya saya tinggalkan apabila ChatGPT telah memberikannya, jadi seperti mempersatukan gitu. Mempersempurnakan gitu dari kedua AI dan ketiga AI yang saya lupa pokoknya, tadi.
Pewawancara: Oke, berarti dari semua AI yang sudah P2 coba ini berarti favoritnya sekarang masih di ChatGPT gitu ya?
P2: Iya.

Documentation


9:20

AUTOBIOGRAPHY

Muhammad Razieq is the author of this thesis, born in Curup on June 13, 2004. As the first child of two siblings, his academic journey began at SDN 02 Curup Tengah. He then continued his junior high school education at MTs Baitul Makmur, followed by senior high school at MAN Curup. Advancing further, Razieq enrolled at IAIN Curup, specializing in the English Tadris Study Program (TBI).

During his time at IAIN Curup, the author actively broadened his exposure beyond the classroom by joining the Program Study Student Association (HMPS), where he served as a member of the Creative Production (CP) division, responsible for documentation, design, and other creative works supporting the organization's activities. Beyond his academic and organizational involvement, he also enjoyed participating in various gaming competitions as a form of personal interest and recreation.

With unwavering perseverance, a commitment to continuous learning, and a high level of motivation, the author successfully completed this thesis, earning a bachelor's degree (S.Pd). The author aspires that this final project, titled "EFL Students' Perceptions of AI-Based Tools for Speaking Practice: A Mixed Methods Study," will contribute meaningfully to the field of education, particularly in understanding how artificial intelligence can support English language learning. Lastly, the author expresses profound gratitude for the completion of this thesis.