

Students' Attitude in Using Artificial Intelligence-Based Speaking Activity in Classroom

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Abstract

With the vast applications that can be used for language learning, there are many research concerns about using artificial intelligence in language classrooms. This research aims to explore students' attitudes toward the use of Speechace in speaking activities. This research uses qualitative research methods with research instruments such as observation, questionnaire, and interview. Students' attitudes can be explored deeply through comprehensive observation and questionnaires in the classroom activity, such as how students respond to teacher elicitation by using chat boot. In addition, to confirm the findings from observation, students thought that they needed to dig through interviews. The subject of the study was 20 students of 8th-grade MTS Alif Lam minim Surabaya through purposive sampling from the teacher's suggestion by considering students' abilities. The research revealed that students have a positive attitude toward the Speechace in speaking activity. Some reasons underlie this attitude include content, features, and feasibility. In terms of content, students assume that the contents of Speechace are relevant to their context either in school or at home. In addition, speech is varied in features such as speaking, writing, listening, or even writing. Last but not least, Speechace is user-friendly, so students can easily access features and contents even on their first visit to the application. Thus, students enjoy and continuously use speechace in speaking class activities.

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INTRODUCTION

Regarded as one of the most crucial skills, Speaking is often the primary standard for successful English learning (Brown & Yuke, 1983). Similarly, Harmer (2007) describes human communication as a complex process on the one hand and essential on the other hand, specifically when individuals need to express thoughts and convey information. Furthermore, Abd El Fattah Torky (2006) defines speaking as a two-way process involving genuine exchanging of ideas, information, or emotions. From this perspective, the speaking process is complicated because the speaker should be able to respond to and understand the interlocutor, let alone the context, topic, language use, and so on. Thus, speaking plays an essential role in daily life, as communication is necessary for meaningful connection with others and a complex nuance around speaking skills.

English is a crucial international language in many areas of life, and proficiency in English provides clear advantages in both professional and educational settings (Handayani, 2019). While English language skills are highly beneficial, learning it as a foreign language presents challenges for students who rely on their native language more than English. Speaking English can be particularly daunting for non-native speakers, with several factors contributing to this difficulty. First, a lack of motivation arises when students do not perceive English as relevant to their lives, compounded by limited opportunities to practice outside the classroom or doubts about their ability to achieve fluency. Second, the fear of making mistakes often prevents students from actively engaging in English, as they hesitate due to anxiety about errors, which ultimately restricts their practice and skill development.

Chen, Mohammadi, & Izadpanah, (2024); Ebadi, Zandi, & Ajabshir, (2024); Mahdi, Mohsen, & Almana, 2024; Zhai, Wibowo, & Li, (2024).

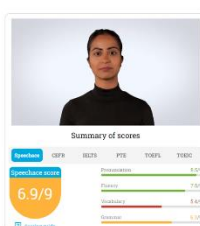
Furthermore, Golshan and Tafazoli (2014) state that an uncomfortable learning environment can further discourage students from speaking English. When classrooms lack a supportive atmosphere, students may hesitate to participate or take risks. Zabrodina, Bogdanova, Bogdanova, Lilenko, and Richter (2015) view that traditional teaching approaches, such as lectures and repetitive grammar drills, often emphasize memorization over practical language use, limiting effective communication practice. This often leads to disengagement, low motivation, and slow progress in learning English (Orosoo et al., (2025); Pop, (2015). Maher (2016) highlights several factors that hinder students' speaking abilities, such as anxiety, shyness, fear of making mistakes, and lack of speaking opportunities.

In the context of Industry 4.0 and globalization, creativity and new opportunities—particularly in technology—have become vital. According to Rahayu and Pujiyono (2017), technology is essential in delivering information through text, images, and sound, transforming how we work, communicate, and collaborate. The internet and digital devices connect people globally, enable idea sharing, and offer endless resources. Kandasamy and Shah (2013) emphasize that today's millennial generation primarily relies on technology, which is now central to education, work, social interaction, and entertainment, shaping lifestyle and communication patterns. This dependence on technology highlights its power and pervasiveness, with many people viewing it as indispensable. However, as technology brings efficiency, problem-solving abilities, and innovation, it raises ethical and practical challenges that require careful regulation to sustainably maximize positive outcomes (Camiré, Kendellen, Rathwell, & Turgeon, 2020).

In light of these technological developments, several advances can support students in learning spoken English, mainly through tools like Chatbots. Chatbots—computer programs designed to simulate conversation—have gained significant attention in education. These programs can interact with learners, provide immediate feedback, and create personalized learning experiences. Through natural language processing and machine learning, Chatbots engage students in interactive dialogues, answer questions, and assist in various learning activities, from language acquisition to content understanding. As the educational potential of Chatbots continues to evolve, they open doors to new teaching methods and support for learners. Popular examples include Duolingo, ELSA Speak, SPEECHACE, and SPEAK AI, each offering different ways for students to practice and improve their English-speaking skills in this digital age.

Founded by Abhishek Gupta in 2014, Speechace is a platform that leverages voice recognition technology to support English learners in developing their speaking skills. Specifically designed to evaluate pronunciation and fluency, this platform utilizes API technology to assess speech and provide immediate feedback on pronunciation errors. Speechace includes various features to enhance English speaking proficiency through an accessible interface, allowing users to engage in interactive speaking exercises with real-time feedback. By focusing on pronunciation and fluency, the platform offers users insights into areas for improvement. Additionally, Speechace provides a range of learning resources, such as collections of common words and phrases, realistic dialogues, and situational scenarios, creating a contextual learning environment for practicing English in real-life situations.

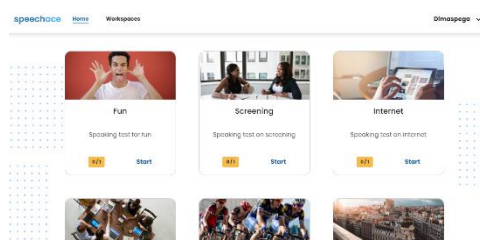
Speechace has a free speaking test program. At the end of the test, there is a transcription of the assessment, which contains sections on speaking skills such as vocabulary, grammar, fluency, coherence, and relevance.



Speechace Speaking test

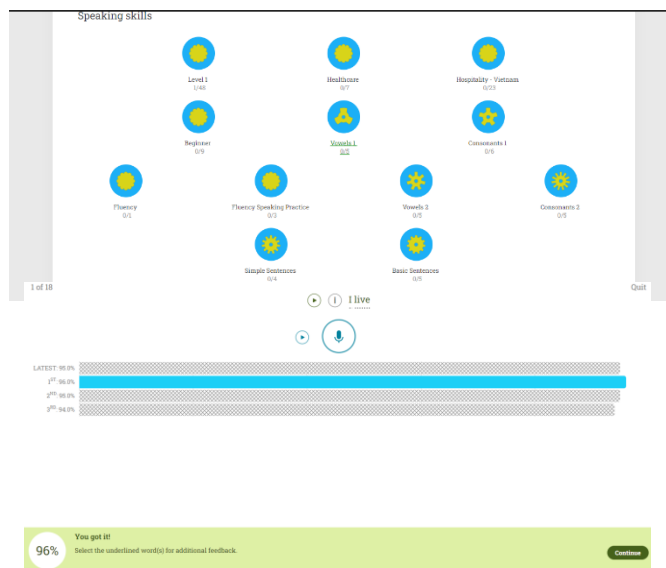
Unbiased, comprehensive, engaging, instant AI spoken English assessment

Take the test → Sample Report →
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From these results, users can find out more about the extent of their speaking abilities.

Apart from that, Speechace also provides free conversation practice. The material is still essential, so it is easy to follow. Meanwhile, to use the speaking practice feature Speechace provides, you can select the "Try in browser" section. After that, various speaking skills will appear that you can try from beginner to intermediate level. In this feature, many conversations, not only words but also sentences, aim to teach students from a low to a higher level.



In the feature above, we will be given a short sentence first, then we are asked to say the appropriate sentence, and after we say the sentence, our score results will appear like the example above. The good thing about this Platform is that we can repeat the sentence as often as possible. We want to be able to make users get satisfactory results for users.

This research focuses on using Speechace, a chatbot platform designed to assist users in improving their English speaking skills accurately. The choice of Speechace is rooted in its strong support for English pronunciation, including its ability to correct users' pronunciation errors. What sets this study apart is its emphasis on students' perceptions of using Speechace for daily speaking practice. By exploring these perceptions, we aim to understand better Speechace's effectiveness and potential impact on speaking instruction. In addition, this research explores the advantages of using Speechace in speaking activities and implementing Speechace in the classroom.

METHOD

This research explores and describes the students' attitudes toward using chat boot for speaking activities. Students' attitudes can be explored deeply through comprehensive observation in the classroom activity, such as how students respond to teacher elicitation by using chat boot. In addition, to confirm the findings from observation, students thought that they needed to dig through interviews. Thus, this qualitative research analyzes students' attitudes toward using chat boots in speaking activities.

The subject of the study was 20 students of 8th-grade MTS Alif laam minim Surabaya through purposive sampling from the teacher's suggestion by considering students' abilities. The researcher

used observation, interview, and questionnaire to gain in-depth information about the students' attitudes toward using "Speechace." Furthermore, the researcher observed classroom activities without interacting with the respondent (non-participant observer). Afterward, a questionnaire was used to explore students' attitudes toward the "speech act" for the speaking activity. Similarly, the interview is used to dive deep into the students' responses in the classroom from the observation and their questionnaire answers. After the data is collected, the researcher codes the data with a positive or negative attitude. As a result, the researcher concludes that the overall data shows a good idea of students' attitudes toward speech.

RESULT

Based on the questionnaire's questions about the use of speech acts, the students assumed that "Speechace" was very exciting, engaging, motivating, and fun. The image shows the results of the questionnaire calculations regarding the opinions of "Speechace" informants.

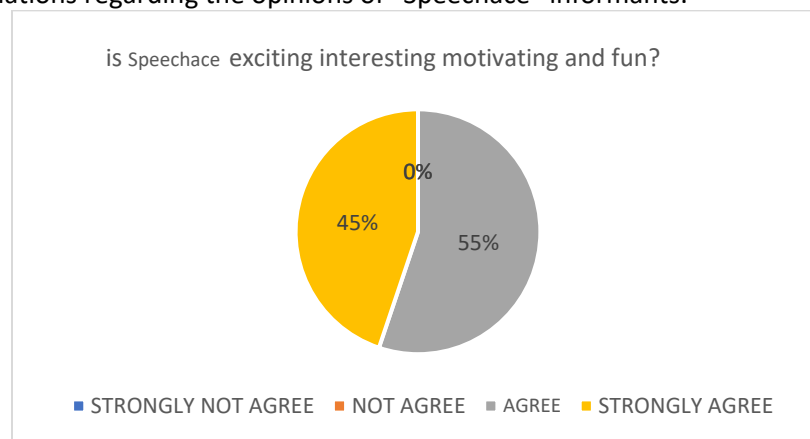


Chart 1. The result of a questionnaire was that "Speechace is exciting, interesting, motivating, and fun."

These figures show that 45% of students strongly agree, 55% agree. Based on this data, it can be interpreted that some informants agree and have a favorable view of "Speechace," which is exciting, engaging, motivating, and fun. Similarly, based on the interview, the participants stated, "I like to use Speechace because it is exciting and has level difficulty." The data shows that speech engages the students in speaking activity. In other words, students have a positive attitude toward using speech in speaking class activities.

In addition, respondents agree that Speechace is easy to use and has various application features.

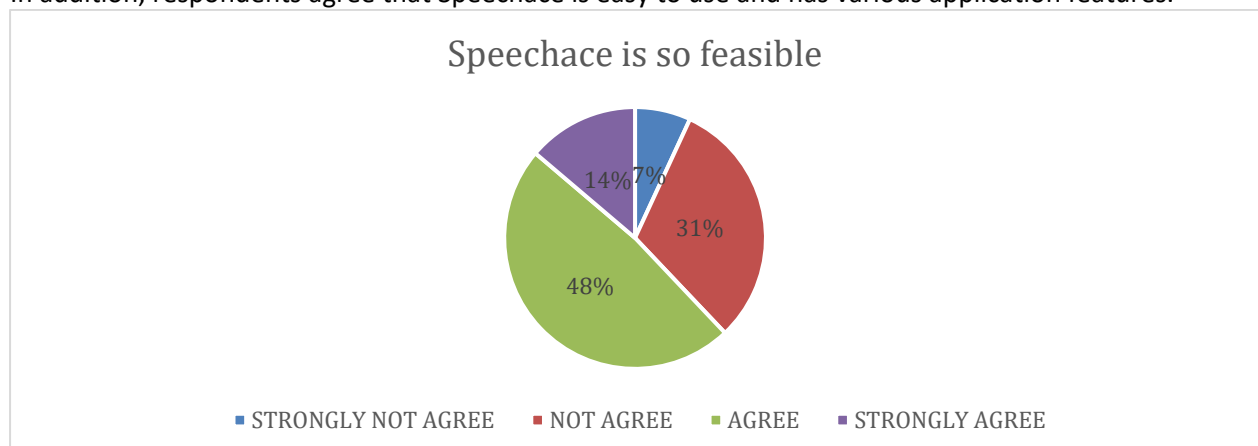


Chart 2. The result of a questionnaire about "Speechace is so feasible."

This table shows that 14 percent said they strongly agree, then 48 percent of respondents

agree, and those who disagree had a reasonably high percentage with 31 percent and strongly disagreed at 7 percent. In this case, most respondents agreed that speaking was feasible, with a total of 58 percent. One of the reasons is that Speechace offers free access to various features. The data from the interview shows that "I think it is easy to operate and find the features in the speech act." In addition, "Speechace" is quite efficient because it is available on the Platform, so that we can access it from a laptop or cellphone. Moreover, the informants entirely agreed with the score after they practiced pronunciation. In other words, students have a positive attitude toward using speech in speaking class activities.

On the other hand, students who disagree with a relatively high percentage (38%) assume that speech is limited due to data connection. It indicates that the speech act has a specific limitation regarding the need for data usage. This is supported by the interview findings, which stated, "I think the only problem is the internet." Thus, students with data connections could not use the application because speech requires a data connection. Consequently, it suggests that Speechace is suitable for schools that provide students with data connection access or wifi. For this reason, the teachers must consider the data connection availability in the school before implementing the speech act for the students.

Furthermore, "Speechace" relates to their learning experience where the application provides users with conversant topics or even classroom context, with 62 % strongly agreeing and 28 % agreeing. It indicates that students are accustomed to the content of the speech. In other words, students have a positive attitude toward using speech in speaking class activities.

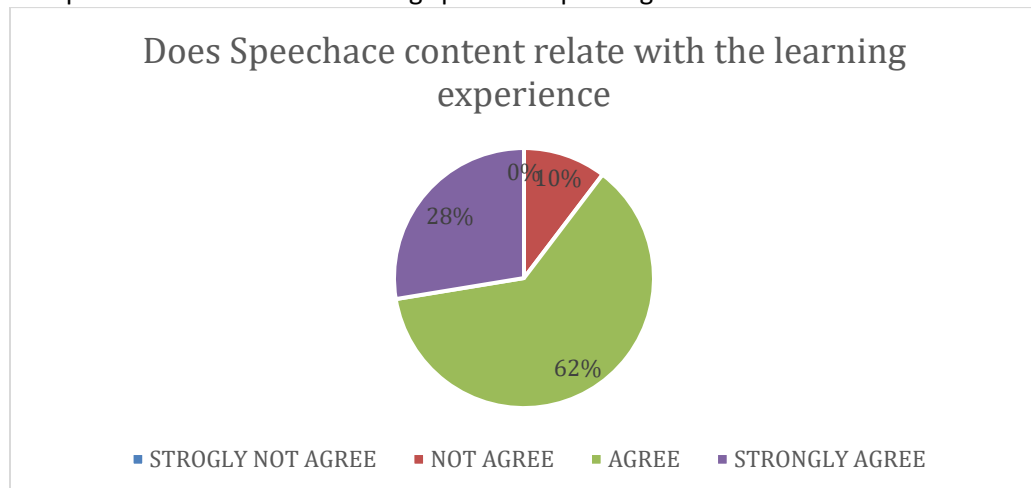


Chart 3. The result of a questionnaire about "Speechace content relates with the learning experience."

In fact, the data from the interview shows that "Speechace contains familiar topics for the students such as daily activity, jobs interview, fun activity, sports, etc." In other words, "Speechace" is very relevant to their daily lives because in "Speechace" itself, there are choices regarding vocabulary that are appropriate to everyday life as well as based on their needs.

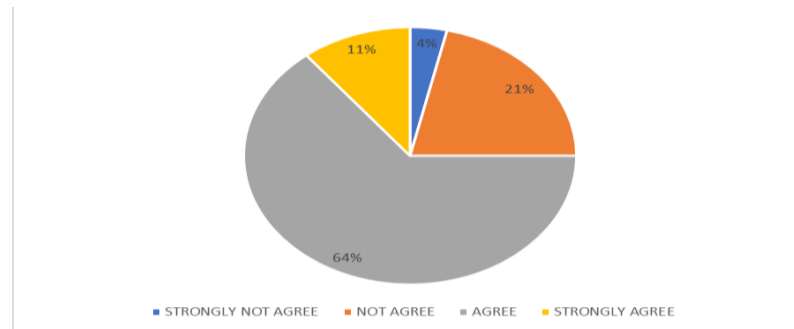


Chart 4. The result of a questionnaire about "Speechace has many features."

Again, some features helped them with English pronunciation, such as speaking tests, sentences, or even words. In addition, Speechace improves students' confidence in speaking because it trains and gives feedback. As a result, students can speak English fluently and confidently. In short, Speechace offers unique features to its users that enable them to speak English well and correctly. In other words, students have a positive attitude toward using speech in speaking class activities.

Eventually, informants will continue to use "speech act" as a tool to practice their speaking. Thirty-eight percent said they strongly agreed to try using Speechace again to help them practice speaking, and 59 people agreed with that opinion. Only 3 percent disagreed with using "Speechace." from this statement, it could be said that 90 percent of informants would try to re-use "Speechace" to help them learn to speak. In other words, students have a positive attitude toward using speech in speaking class activities.

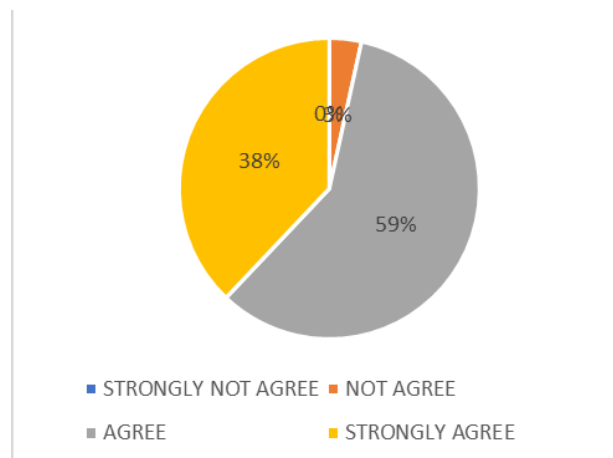


Chart 5. The result of a questionnaire was "I will continue using Speechace."

Similarly, they all agreed that it is enjoyable to practice speaking using "Speechace" because they can practice the task individually and repeatedly. Through individual practice, students build their confidence as well as minimize their anxiety in speaking practice. Again, with free features that allow students to practice as much as they wish, speech enables them to train their speaking ability. In other words, students have a positive attitude toward using speech in speaking class activities.

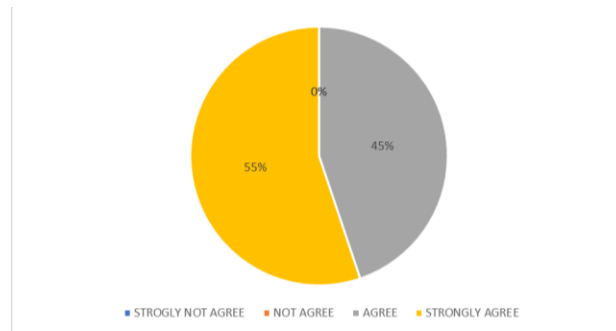


Chart 6. The result of a questionnaire was that "Speechace is enjoyable."

DISCUSSION

The result shows that most students' attitudes toward using Speechace are positive, despite some negative regard in the response. Students assume that Speechace engages them to do the speaking activity since Speechace activities are exciting, motivating, and fun. Similarly, Anjarwati (2024) found that using technology in teaching listening engages students' participation and positive attitudes. In addition, Sa'adah & Daning Hentasmaka (2024); Hasan, Fakhri, Ibna Seraj, & Hasmirati (2022); Schwartz, Shamir-Inbal, & Blau (2023); Yao-Ping Peng, Xu, & Xu, (2023) state that technology-based classroom activity is more preferred than traditional one. Moreover, dealing with technology-assisted activity has more positive results in students' mastery (Ilham Afa & Zuhriyah, 2024).

In addition, Speechace is easy to use and makes students comfortable. One key factor of an application is that it is "user friendly" and can be used easily. Even speech acts contain speaking tasks, which, for most students, are viewed as complex and will become easier because the application is easy to use. In line with this fact Ulul Azmi & Anjarwati (2024) I found that the user-friendly factor is one factor that students appreciate in an application because it decides how the user uses it and explores its features.

Furthermore, familiarity plays a vital role in how students view the application, let alone its use in the classroom. In this case, Speechace instills familiar topics in their speaking practice, enabling students to relate to the topic easily. It is supported by Chen, Mohammadi, & Izadpanah, (2024); Ebadi, Zandi, & Ajabshir, (2024); Mahdi, Mohsen, & Almana, 2024; Zhai, Wibowo, & Li, (2024) Revealed that the more familiar the topic, the easier it is for students to grasp the objective of the class.

Moreover, the feature contributes to students' attitudes toward Speechace since the various features will likely interest students. On the other hand, the view feature limits students to specific activities many times, which leads to boring activities. Speechace, as a technology-based application, stands out among other applications with various features that prevent students from being bored. (Camiré, Kendellen, Rathwell, & Turgeon, (2020); Golshan & Tafazoli, (2014); Orosoo et al., (2025); Pop, (2015); Zabrodina, Bogdanova, Bogdanova, Lilenko, & Richter, (2015).

Various features, topic familiarity, and feasibility result in an unjoyful learning atmosphere where students engage with the speaking activity. Zhang, Gao, & Liu, (2024) State that enjoyment of using the application in learning activities will engage students' participation in the classroom since the students enjoy learning activities. As a consequence, students will continue using Speechace.

Indeed, there are some negative attitudes from the students toward using speech, specifically regarding the requirement to use a data connection to access the speech. It indicates that the Speech Act has a limitation specifically regarding the need for data usage. Thus, students with data connections could not use the application because speech requires a data connection. Consequently, it suggests that Speechace is suitable for schools that provide students with data connection access or wifi. For this reason, the teachers must consider the data connection availability in the school before

implementing the speech act for the students.

In addition, the speech act has interactive exercises where students are engaged. Pop (2015) states that engagement is one of the key factors that can make students learn purposefully. Furthermore, the speech act provides personalized feedback and scores that enable students to track their progress. As a result, students will be able to know their mistakes, which will let them reflect on an area to improve and provide a score that motivates them to improve their abilities. While other AI speaking applications, such as Duo Lingo and ELSA, have similar features for speaking activity, specifically in speaking exercises and scoring, Speechace stands for the corrective and personalized feedback that makes students engage with English learning, specifically in speaking.

CONCLUSION

With the vast applications that can be used for language learning, there are many research concerns about using artificial intelligence in language classrooms. This research aims to explore students' attitudes toward the use of Speechace in speaking activities. The research revealed that students have a positive attitude toward the Speechace in speaking activity. Some reasons underlie this attitude include content, features, and feasibility. In terms of content, students assume that the contents of Speechace are relevant to their context either in school or at home. In addition, speech is varied in features such as speaking, writing, listening, or even writing. Last but not least, Speechace is user-friendly, so students can easily access features and contents even on their first visit to the application. Thus, students feel comfortable using speech in-class activities. To conclude, students have a positive attitude toward using speech in speaking class activities. Indeed, it should be noted that this research was conducted with a small sample size to generalize the study results. Thus, further study can use a more significant sample to gain more comprehensive and conclusive insight into the use of speech.

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