

**The Influence of Using AI Tools in Learning Speaking at English  
Study Program of Universitas Muhammadiyah Bengkulu**



**THESIS**

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**2025**

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Adalah karya sendiri. Apabila dikemudian hari ternyata karya tertulis ini berindikasi sebagai karya plagiat, saya bersedia menerima sanksi yang berlaku di fakultas keguruan dan ilmu pendidikan Universitas Muhammadiyah Bengkulu.

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## **ACKNOWLEDGEMENT**

The author would like to express his gratitude to Allah SWT, who has given His grace and blessings, so that the author can complete the research proposal entitled "The Influence of Using AI Tools in Learning Speaking at English Study Program of Universitas Muhammadiyah Bengkulu". This research thesis was prepared as a requirement to obtain a bachelor's degree in English education from Universitas Muhammadiyah Bengkulu.

Bengkulu, Januari 2025

**Kevin Dair Pauyusutharo**

**The Influence of Using AI Tools in Learning Speaking at English Study  
Program of Universitas Muhammadiyah Bengkulu**

**ABSTRACT**

**Kevin Dair Pauyusutharo, 2025. "The Influence of Using AI Tools in Learning Speaking at English Study Program of Universitas Muhammadiyah Bengkulu". Skripsi, Program Studi Bahasa Inggris FKIP Universitas Muhammadiyah Bengkulu. Pembimbing Yupika Maryansyah.**

This study explores the influence of Artificial Intelligence (AI) tools on the development of English-speaking skills among second-semester students in the English Study Program at Universitas Muhammadiyah Bengkulu. The background of this research lies in the growing integration of AI in language learning, especially to address challenges in speaking such as pronunciation and fluency. Based on theories of AI-supported learning Syafryadin & Safnil, 2024, AI applications are considered effective in enhancing students' language performance through personalized and interactive experiences.

The research employed a descriptive qualitative method involving 19 students as participants. Data were collected using a questionnaire that included both closed-ended items using a Likert scale and an open-ended question to explore students' perceptions and experiences.

The findings indicate that AI tools such as ChatGPT, ELSA Speak, Duolingo, Google Translate, and Claude AI positively influence speaking development by improving pronunciation, sentence structure, motivation, and self-confidence. The instant feedback and accessibility offered by these tools promote autonomous learning and practice.

In conclusion, the use of AI tools contributes significantly to students' speaking skill improvement. However, students also noted limitations such as lack of emotional feedback and the preference for traditional methods. Therefore, it is suggested that AI tools be used strategically and complemented with other learning methods to maximize effectiveness in language acquisition.

**Keywords:** AI tools, speaking skills, pronunciation, motivation, qualitative research.

## **ABSTRAK**

**Kevin Dair Pauyusutharo, 2025. "The Influence of Using AI Tools in Learning Speaking at English Study Program of Universitas Muhammadiyah Bengkulu". Skripsi, Program Studi Bahasa Inggris FKIP Universitas Muhammadiyah Bengkulu. Pembimbing Yupika Maryansyah.**

Penelitian ini mengeksplorasi pengaruh penggunaan alat berbasis Artificial Intelligence (AI) terhadap pengembangan keterampilan berbicara bahasa Inggris pada mahasiswa semester dua Program Studi Bahasa Inggris di Universitas Muhammadiyah Bengkulu. Latar belakang penelitian ini didasarkan pada semakin meluasnya integrasi AI dalam pembelajaran bahasa, khususnya untuk mengatasi tantangan dalam keterampilan berbicara seperti pelafalan dan kefasihan. Berdasarkan teori pembelajaran berbantuan AI dari Syafryadin & Safnil (2024), aplikasi AI dianggap efektif dalam meningkatkan performa berbahasa siswa melalui pengalaman yang personal dan interaktif.

Penelitian ini menggunakan metode kualitatif deskriptif dengan melibatkan 19 mahasiswa sebagai partisipan. Data dikumpulkan melalui kuesioner yang terdiri dari pertanyaan tertutup dengan skala Likert serta satu pertanyaan terbuka untuk menggali persepsi dan pengalaman mahasiswa.

Hasil temuan menunjukkan bahwa alat AI seperti ChatGPT, ELSA Speak, Duolingo, Google Translate, dan Claude AI berpengaruh positif terhadap pengembangan kemampuan berbicara, khususnya dalam hal peningkatan pelafalan, struktur kalimat, motivasi, dan kepercayaan diri. Umpan balik instan dan kemudahan akses yang ditawarkan oleh alat-alat ini mendorong pembelajaran dan latihan secara mandiri.

Kesimpulannya, penggunaan alat AI memberikan kontribusi signifikan terhadap peningkatan keterampilan berbicara mahasiswa. Namun, mahasiswa juga mencatat beberapa keterbatasan seperti kurangnya umpan balik emosional dan preferensi terhadap metode pembelajaran tradisional. Oleh karena itu, disarankan agar alat AI digunakan secara strategis dan dikombinasikan dengan metode pembelajaran lain untuk memaksimalkan efektivitas dalam pemerolehan bahasa.

**Kata kunci:** alat AI, keterampilan berbicara, pelafalan, motivasi, penelitian kualitatif.

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## **MOTTO**

**“True genius strikes five minutes before the deadline.”**

## **DEDICATIONS**

**In the name of Allah, the Most Gracious, the Most Merciful May peace and blessing of Allah be upon all of us.**

**And**

**My prophet Muhammad saw, for everything has done for me that has given me his great success and happiness in my life.**

**With gratitude and love, I dedicated this thesis to:**

- ❖ My greets God, Allah SWT, without your blessing I cannot do everything. Because of you, I believe that everything will be fine.**
- ❖ Dad and Mom, even though your child always fails, thank you for always giving me prayers, support and endless love, being a source of strength and inspiration in every step I take.**
- ❖ Dr. Yupika Maryansyah, S.Pd., M.Pd as supervisor who has guided and provided direction and knowledge for the perfection of this research proposal with patience and sincerity.**
- ❖ Washlurachim Safitri, S.Pd., M.Pd. as Head of the English Language Education Study Program, which has been my salvation from my own ruin.**
- ❖ Big Thanks to Gita Wincana, who patiently stood by my side, who taught me what it truly means to fight for something, and who never ceased to lift my spirit when I needed it most.**
- ❖ *Last but not least, I want to thank me for believing in me, I want to thank me for doing all this hard work. I wanna thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying to give more than I receive. I wanna thank me for trying to do more right than wrong. I wanna thank me for being me at all times.***

## **CURRICULUM VITAE**



### **Curriculum Vitae**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

According to Tarigan (1993), there are four aspects of language skills included in language learning, namely: 1) listening skills; 2) speaking skills; 3) reading skills; 4) writing skills; and these four skills are interrelated. One aspect of language skills that is very important in daily life is speaking skills as an effective medium of oral communication. Tarigan (2008) states that speaking is the skill of conveying messages through spoken language. In line with this view, Tarigan (2008) argues that speaking is the ability to articulate sounds or words to express, state, and convey thoughts, ideas, and feelings. Speaking is one aspect of oral language skills that is productive, meaning it is a capability that an individual possesses to express ideas, thoughts, or feelings so that the ideas in the speaker's mind can be understood by others.

In the Indonesian Dictionary (1997), speaking is defined as (1) saying, conversing, using language, (2) expressing opinions (with spoken words, written texts, etc.). Speaking is a component of conveying messages and mandates orally. The speaker encodes and has a language code to convey messages and mandates. These messages and mandates are received by the listener, who decodes the codes sent and provides interpretation. This process works as a feedback loop between the speaker and listener, who continually switch roles from speaker to listener and vice versa.

Tarigan et al. (1998) also reveal that speaking is the skill of conveying messages through spoken language to others. Speaking is identical to the use of language orally. The use of spoken language can be influenced by various factors. The factors directly affecting speaking include: (1) pronunciation, (2) intonation, (3) word choice, (4) structure of words and sentences, (5) organization of the talk, (6) content of the talk, (7) ways to start and end the conversation, and (8) appearance (gestures), self-control.

Language learning, especially the development of speaking skills, has long been an important aspect of education worldwide. Proficiency in English is highly sought after due to its global significance as a lingua franca in various fields, including business, academia, and international communication. There are numerous languages worldwide, including regional, national, and international languages.

English is one of the international languages. Many countries use English as their national language. This aligns with the opinion of Andika & Mardiana (2023), who state that in the current era of globalization, technology continues to advance. Therefore, with the development of technology, mastering English has become essential to face various challenges in this modern era. One of the objectives of English language learning is to help students communicate effectively in both spoken and written forms. Thus, when communicating in English, they understand what is being said or written in letters, articles, and so forth.

According to Andika & Mardiana (2023), the status of English as a foreign language has made it difficult to master due to a lack of practice in their environment. As a result, what they have learned in school fades from their memory.

Additionally, the low motivation of students to learn English greatly affects their understanding of the language due to their view of its importance. Mastery of English language skills is a vital effort in our interconnected world today. English serves as a global lingua franca, facilitating cross-cultural communication across diverse industries and domains. Proficiency in spoken English, in particular, plays a crucial role in enabling individuals to actively participate in international dialogue, academic activities, and professional engagement. Therefore, effective methods or ways to learn English are needed.

Learning speaking is an essential aspect of the educational process that must be provided to students so they can communicate well and effectively in various situations. However, the process of learning speaking still faces many challenges, such as the large number of students leading to limited time, minimal opportunities for practice, and the constraints on instructors in providing personalized feedback. One solution is to utilize Artificial Intelligence (AI) technology in speaking learning. AI-based tools and platforms offer innovative approaches to language teaching, raising questions about their potential impact on speaking proficiency in the context of English language learning.

AI, which stands for Artificial Intelligence, refers to the development of computer systems and software that can perform tasks typically requiring human intelligence. These tasks include problem-solving, learning, reasoning, understanding natural language, recognizing patterns, and making decisions. AI aims to create machines and software that can imitate or simulate human cognitive functions. This aligns with Suciati et al. (2023), who state that the use of AI technology in speaking learning can benefit and improve students' speaking abilities. Therefore, the development of AI-based English language learning applications can be an interesting alternative to enhance the quality of learning among students.

Utilizing AI in speaking learning can provide advantages for learners, allowing them to practice speaking with systems that provide immediate feedback on their speaking quality. Additionally, the use of AI applications in speaking learning enables students to practice anytime and anywhere without being dependent on the schedule of tutors or teachers. AI's ability to process and analyze data more quickly and efficiently than humans is a key reason why this technology is increasingly sought after and used in various fields, including education. One application is in the development of AI-based English language learning applications, especially in speaking learning. Thus, AI technology should be leveraged in university education as it can motivate both students and instructors to be more actively involved in the teaching and learning process focused on achieving learning independence.

This research is important as it seeks to explore the intersection between AI and language education, particularly in the context of speaking lessons for students, and to investigate the influence of AI on the development of speaking skills and address the evolving challenges of language teaching and learning. By analyzing the influences of AI integration, this research aims to provide valuable insights for educators, curriculum developers, and policymakers tasked with enhancing English proficiency among students. Through this research, it is hoped that the general public, students, and educators will recognize the role of AI in improving speaking skills and can identify which AI tools are appropriate for enhancing those skills.

This research is based at a higher education institution, namely Muhammadiyah University of Bengkulu (UMB), with subjects being English education students who actively use AI as a tool to enhance their English speaking skills. The form of data to be obtained in this research includes language proficiency. This proficiency is reflected in expressions during communication with someone in English.

This research focuses on examining how artificial intelligence (AI) can be used to improve English speaking skills among students and identifying the main themes or language elements that emerge from interviews with students, such as the ease of using AI, perceived benefits, and challenges faced when using AI. Additionally, this study will also investigate how AI can assist students in improving their pronunciation of words and sentences, as well as the rules of word order in English sentences.

## **B. Statement of the problem**

The integration of Artificial Intelligence (AI) tools into English language learning has seen significant growth in recent years. These tools promise a personalized, adaptive, and efficient language learning experience.

English proficiency, particularly the ability to communicate effectively through speaking, is essential in today's global world. In the field of language education, developing speaking skills among English Language Learners (ELL) is a critical endeavor. Traditionally, this skill is developed through teacher-student interaction, peer conversations, and practical application in real-world contexts. However, the emergence of Artificial Intelligence (AI) in education has brought a new dynamic to language learning, prompting questions about the influence of AI tools on speaking proficiency.

The issue addressed in this research is the need to understand and evaluate the impact of integrating AI tools into speaking lessons for students. As technology continues to transform educational practices, it is important to ensure whether AI-based language learning platforms and applications effectively contribute to improving speaking skills. This investigation aims to explain the implications of AI integration for language education and its potential to revolutionize English oral teaching and mastery.

Specifically, this research aims to answer the following research questions:

1. What are influences of using AI tools in learning speaking at English study program of Universitas Muhammadiyah Bengkulu?

2. What are kinds of AI tools used by English study program students of Universitas Muhammadiyah Bengkulu in learning speaking?

### **C. Research Objectives and Benefits**

The objectives of this research are:

1. To assess the influence of AI tools on students' speaking proficiency.
2. To identify kind of AI technology that mostly used by students.

### **D. Significance of the Research**

Theoretically, the importance of this research study on the influences of AI tools in English language learning lies in its potential to provide valuable insights and benefits for various stakeholders in the field of education.

This research has significant implications for several stakeholders in the field of language education. First, it contributes to the growing literature on technology-enhanced language learning by specifically focusing on ELL speaking skills. Second, it provides educators and curriculum designers with insights into the potential benefits and challenges of integrating AI tools into their teaching practices. Finally, it lays the groundwork for policymakers and institutions to make informed decisions regarding the implementation of AI-based language learning platforms.

In practice, the author hopes that the results of this research can be beneficial in the following ways:

1. **Improving Language Learning Outcomes:** This study can help educators and policymakers understand the effectiveness of AI-based language learning tools.
2. **Enhancing Teaching Practices:** English instructors can benefit from insights into how AI tools influence teaching methods and classroom dynamics.
3. **Student-Centered Learning:** Students will benefit from a better language learning experience. Understanding students' attitudes and experiences with AI can lead to a more student-centered approach that meets individual learning preferences and needs.
4. **Ethical Considerations:** Addressing ethical and privacy issues related to AI in education is crucial. This study can clarify these issues and provide input for policies and guidelines to protect student data and ensure fairness in AI-based learning environments.
5. **Innovation in Educational Technology:** This study can stimulate innovation in the development of AI-based educational technologies. Technology developers can utilize recommendations and insights to create more effective, user-friendly, and ethical AI tools for language learning.

In summary, the significance of this research lies in its potential to inform practices, policies, and technology development in the field of English language education. It has the capacity to enhance learning outcome.

