

Students' Perceptions in The Use of Artificial Intelligence Technology: The Influence of ChatGPT's Voice in Speaking Class

Irma J.E Janis

English Education Departement, Universitas of Papua, Manokwari
e-mail: i.janis@unipa.ac.id

Abstract

This study aimed to investigate students' perceptions of the use of ChatGPT's voice as an artificial intelligence-based learning tool in speaking classes. The research employed a descriptive qualitative design. Data were collected through semi-structured interviews with 19 first-year students of the English Education Department at the University of Papua. The interview data were analyzed through data reduction, data display, and conclusion drawing to identify emerging themes related to students' experiences, preferences, and challenges. The findings indicated that the majority of students perceived the use of ChatGPT's voice positively. Most participants reported feeling more comfortable, confident, and motivated when practicing speaking using ChatGPT's voice. Sixteen students had prior experience using ChatGPT's voice, while three students had no previous experience due to limited access or technological skills. All participants expressed a preference for using ChatGPT's voice over traditional speaking instruction. However, several challenges were also identified, including limited vocabulary, difficulties in responding in English, and lack of access to suitable devices. Overall, the results suggest that ChatGPT's voice has the potential to enhance speaking practice by providing an interactive, flexible, and supportive learning environment for EFL students.

Keywords: students' perceptions, speaking, ChatGPT's voice, artificial intelligence

1. Introduction

Artificial intelligence (AI) technology and education are growth together and have influenced each other. Many lectures have applied technology in the teaching and learning process (Billy & Anush, 2023). And some of the students also use AI in learning. AI or Artificial Intelligence has the potential to address some of the biggest challenges in education today, innovating teaching and learning practices. Technology has been separated into education. It can help the students or the lecture to make a good situation in teaching and learning process (Djokic et al., 2024).

In learning English, the students are often taught through the various ways like make a dialogue, role-plays, podcast, interviews, discussions, drama, and presentations. These strategies sometimes can help the students to practice their speaking skills (Demir & Güraksın, 2022). But, for the students who have anxiety, speaking in English are being harder to do. Nowadays, Artificial Intelligence (AI) technology has been developing very rapidly and has powerful tools in education. It can change the traditional strategy in learning English be a modern strategy that suitable with the students' situations. AI designs intelligent machines, such as computer systems and computerized machines (robots) that function and respond similarly to the human brain. AI can help the students to learn and improve their speaking skills (Keles & Aydin, 2021).

Speaking in English need the ability to communicate with accurate grammar, vocabulary, good pronunciation and intonation. The students also must know how to produce the sounds. The biggest factor is anxiety that the student felt (Tossell et al., 2024). Anxiety always makes the students scared, ashamed and fear of making mistakes. According to Tuomi (2018), learning and teaching over the upcoming years are bound to change under the inevitable influence of Artificial Intelligence (AI) (Kumar & Raman, 2022).

Artificial Intelligence (AI) has also created many impacts on teaching and learning in improving speaking skills. Technology through Artificial Intelligence (AI) can make the situations in classrooms different. The students can more express their ideas and feelings. Johnston et al. (2024) stated that Artificial Intelligence (AI) serves as an additional support system for English language students and

teachers. There are so many AI tools that can help the students in learning. The use of technology, particularly Artificial Intelligence (AI) has opened new opportunities for improving the students' speaking skills in English. Digital tools, speech recognition software, and AI-powered platforms. One of them is ChatGPT's Voice (Sain et al., 2024). These AI-tools drive the students to learn by themselves. ChatGPT is one of its recent innovations that influence English language teaching and learning. ChatGPT is the most recent version of a natural-language system, has quickly gained popularity owing to its' ability to provide meaningful answers and detailed responses in various subject areas (Sumakul et al., 2022). ChatGPT can provide the students with more personalized and flexible practice. These innovations allow the students to interact with simulated conversations, receive immediate feedback, and build confidence in a more private and supportive environment.

Irma (2025) found that the 60% EFL students in English Education Department of Papua University, they still have anxiety in Speaking. They felt ashamed, fear of making mistakes, and also error in grammatical. In this research the researcher want to know the perceptions of the students through using AI that is ChatGPT voice on their speaking class. the development of ChatGPT's voice capability brings a new dimension to Artificial Intelligence (AI) especially in assisted language learning. Unlike traditional text-based interactions, through voice functions simulate more natural communication, thereby offering a more immersive and realistic speaking experience (Vo & Nguyen, 2024). This advancement can help the students not only practice their pronunciation and intonation but also improve their listening comprehension and conversational flow-skills essential to achieving fluency in English, and of course they can feel comfortable and less feel anxious. Based on the explanation above, the researcher wants to know the students' perceptions by using chatGPT's voice on speaking class exactly in improving their speaking through making a conversations with the AI and improve their pronunciations, grammar, accuracy, intonation and also their self-confidence (Janis & Winarti, 2025).

2. Method

The main objective of this study was to investigate students' perceptions of the use of AI-based ChatGPT's voice in speaking classes. This focus positions the study within a descriptive qualitative research framework, which was selected to provide a comprehensive and in-depth understanding of the research problem. A qualitative approach was considered appropriate as it allows for detailed exploration of participants' experiences, attitudes, and perceptions related to the use of emerging technology in language learning contexts. Through this design, the study sought to capture how students perceive ChatGPT's voice as a learning tool and how it influences their speaking practice.

The participants of this research were first-semester students of the English Education Department at the University of Papua. Data were collected through interviews in order to obtain rich and detailed information directly from the participants. To allow for deeper analysis, approximately half of the student population was purposively selected to take part in in-depth interviews. This sampling strategy enabled the researcher to explore students' perceptions more thoroughly, particularly regarding their experiences, preferences, and challenges in using ChatGPT's voice as a learning tool in speaking classes. The interview data were then analyzed to gain insights into how conversational practice with ChatGPT's voice supports students' speaking development and confidence.

The researcher selected half of the participants for in-depth interviews to obtain more detailed and meaningful data. Data were collected using a semi-structured interview guide developed by the researcher. The interview questions were reviewed and revised by experts to ensure clarity, relevance, and content validity. Several sample questions from the in-depth interview guide are presented in table 1.

Table 1. Criteria and Sample of Questions

No	Criteria	Questions
1	To know the students' experiences using ChatGPT's voice in enhancing the students' speaking skill	What was your experience of using ChatGPT's voice in speaking class
2	To know the students' preference related in speaking class using ChatGPT's voice or prefer when the lecture only use traditional style	Do you prefer like learning English especially to improving your speaking skill by using traditional strategy or by using Artificial Intelligence (AI) like ChatGPT's voice? give your reason!
3	To know students' challenges	What are some challenges you have faced when using ChatGPT's voice to practice your speaking English and how have you overcome these challenges?

The interview was used to know more detailed about the students' perception on the use AI-ChatGPT's voice as their learning strategy to improving or enhancing their speaking skill by making conversation with virtual speaking partner and to know the students' challenges and the effectiveness of ChatGPT's voice in enhancing the students' speaking skill

3. Findings and Discussion

Findings

This research was conducted in English Education Department of Papua University. The sample of this research is the first-year students of English Education Department which totally 19 students. The following is the informants' Code.

Table 2. Code of Informants

No	Initials	Code
1	KS	S-1
2	WR	S-2
3	IM	S-3
4	NP	S-4
5	MB	S-5
6	MT	S-6
7	SK	S-7
8	MP	S-8
9	DA	S-9
10	GC	S-10
11	CB	S-11
12	CL	S-12
13	AA	S-13
14	IK	S-14
15	GR	S-15
16	MA	S-16
17	BW	S-17
18	NE	S-18
19	KR	S-19

Based on the sample described above, a total of 19 students participated in this study, consisting of 16 female and 3 male students who took part in the interviews. The researcher obtained a range of information related to students' perceptions and experiences in using ChatGPT's voice in speaking classes. The collected data were analyzed through several stages, including data reduction, which involved selecting, simplifying, and focusing on the most relevant aspects of the data, followed by data display.

The analysis focused on four main aspects. Table 3 presents a summary of the interview findings. Based on the data collected, the interview results were classified into four categories, as illustrated in the Table 3.

Table 3. Theme of Interview Data

No	Questions	Positive Code		Negative Code		Neutral Code	
		Total	Explanation	Total	Explanation	Total	Explanation
1	To know the students' experiences using ChatGPT's voice in enhancing the students' speaking skill	16	Fun, easy to understand	3	Did not any experience using AI	0	-
2	To know the students' preference related in speaking class using ChatGPT's voice or prefer when the lecture only use traditional style	19	Prefer to use AI for improving speaking skill	0	-	0	-
3	To know students' challenges	10	Like to use AI	5	Still confuse to speak or respons in English	4	Do not have any difficulties

Table 3 presents students' responses to the use of ChatGPT's voice in speaking classes as reflected in the interview data. Overall, the findings indicate that most students viewed the integration of this tool positively. Their responses highlight how ChatGPT's voice influenced their learning experiences, learning preferences, and the challenges they encountered during speaking practice. These aspects provide a clearer picture of how students interact with and perceive AI-assisted speaking activities.

Regarding students' learning experiences, the majority of participants reported that using ChatGPT's voice made speaking practice more engaging and easier to understand. Several students explained that interacting with the voice feature helped reduce anxiety, as it allowed them to practice speaking without feeling pressured by peers or the classroom environment. This condition enabled them to speak more freely and confidently. However, a small number of students shared fewer positive experiences, mainly due to their unfamiliarity with AI-based learning tools (Janis & Winarti, 2025; Vo & Nguyen, 2024).

In terms of learning preferences, all participants expressed a preference for using ChatGPT's voice rather than relying solely on traditional teaching methods. Students felt that AI-assisted speaking activities provided more opportunities for practice and encouraged independent learning. They also noted that the technology allowed them to receive immediate responses, which helped sustain their motivation. This preference indicates that students tend to favor learning approaches that are flexible, interactive, and responsive to their needs.

With regard to challenges, students reported varied experiences when using ChatGPT's voice in speaking practice. Some students stated that they did not encounter significant difficulties and felt comfortable using the tool. Others admitted that they occasionally struggled to respond in English, particularly when they lacked vocabulary or confidence. These challenges were related more to language proficiency than to technical issues, suggesting the importance of continued instructional support from lecturers.

Overall, the interview findings suggest that ChatGPT's voice can serve as a supportive tool in speaking classes. The technology helps create a more relaxed learning atmosphere and offers additional opportunities for speaking practice. Nevertheless, students' varied responses indicate that guidance from lecturers remains essential to help learners overcome linguistic difficulties. Proper integration of AI tools alongside traditional instruction may therefore enhance students' speaking development more effectively.

Discussion

In this study, the researcher conducted a teaching process consisting of three instructional meetings prior to the data collection stage. During these sessions, students were given clear guidance on how to use ChatGPT's voice feature and were provided with specific themes to initiate conversations with the AI. Each learning session was carefully planned to foster students' motivation and to create an interactive and enjoyable learning atmosphere in the speaking class.

Following the completion of the teaching and learning activities, interviews were conducted to explore students' perceptions of using ChatGPT's voice in speaking classes. As presented in the findings section above, four interview questions were used to address the research objectives and to gain insight into students' perceptions of ChatGPT's voice as a tool for improving their speaking skills.

The students' experiences using ChatGPT's voice

Based on the interview data, as presented in Table 1 above, most students reported that their experiences of using ChatGPT's voice were enjoyable and easy to understand. They described the learning process as practical and easy to follow. However, several students indicated that they had no prior experience using ChatGPT's voice before participating in the study.

S1: "I really felt fun and excited in practice my speaking with chatGPT's voice"

S4: "eemm.. my experience was very fun"

S5: "I think using ChatGPT's voice is very nice"

S9: " I do not have any experience before because I do not have smartphone to accessed it"

S13: "I do not know to use it"

The interview data indicate that students generally had positive experiences when using ChatGPT's voice in speaking practice. Several participants described their experiences as enjoyable and engaging. For instance, S1 stated that practicing speaking with ChatGPT's voice was "fun and exciting," while S4 and S5 also expressed similar feelings, describing the experience as "very fun" and "very nice." These responses suggest that the use of ChatGPT's voice created a pleasant learning atmosphere that encouraged students to participate more actively in speaking activities.

However, the findings also reveal that not all students shared the same level of familiarity with the technology. S9 reported having no prior experience using ChatGPT's voice due to limited access to a smartphone, which indicates that technological availability can influence students' engagement with AI-based learning tools. Similarly, S13 mentioned a lack of knowledge on how to use the application, suggesting that insufficient digital literacy may hinder students from fully benefiting from such technology.

Overall, these findings highlight that while ChatGPT's voice was perceived as enjoyable and motivating by most students, some learners faced challenges related to access and familiarity. This implies that successful implementation of AI-assisted speaking tools requires not only innovative technology but also adequate guidance and equal access for all students. Providing clear instructions and initial training may help minimize these barriers and ensure that students can participate more effectively in AI-supported speaking activities.

The students' preferences related to speaking class

The findings indicate that students showed a clear preference for using ChatGPT's voice to practice their speaking skills rather than relying on traditional instructional methods. Based on the interview data, all participating students expressed a stronger inclination toward using ChatGPT's voice during speaking activities. This suggests that AI-assisted speaking practice was perceived as more engaging and supportive compared to conventional approaches. Several excerpts from the students' statements illustrating this preference are presented below.

S1: "I prefer like to use ChatGPT's voice because I felt more confidence and comfortable to practice my English"

S4: "eeh...prefer like to use ChatGPT's voice, because if I practice with my friends, sometimes I felt shy and fear if my pronunciation or maybe they would laugh when I talked in English"

S2: "yaa, I still confused to use it, but if I had to choose one of them. I prefer to use ChatGPT's voice".

The interview data reveal that students generally preferred using ChatGPT's voice for speaking practice because it helped them feel more confident and comfortable. One student stated, "I prefer to use ChatGPT's voice because I felt more confidence and comfortable to practice my English" (S1), indicating that the AI-based tool created a supportive environment for speaking practice. This suggests that ChatGPT's voice reduced psychological pressure and encouraged students to engage more actively in speaking activities.

Another participant explained that practicing with ChatGPT's voice felt less intimidating compared to practicing with peers. As expressed by S4, speaking with friends sometimes led to feelings of shyness and fear of making pronunciation mistakes or being laughed at. This response highlights how

social anxiety can hinder students' willingness to speak in a traditional classroom setting. In contrast, interacting with ChatGPT's voice allowed students to practice without fear of negative judgment, which contributed to a more positive learning experience.

Even students who experienced initial difficulties in using the technology still showed a preference for ChatGPT's voice. One participant admitted, "I am still confused to use it, but if I had to choose one of them, I prefer to use ChatGPT's voice" (S2). This indicates that despite technical or usability challenges, students recognized the potential benefits of the tool for speaking practice. Overall, these findings suggest that ChatGPT's voice not only supports students' speaking development but also helps address affective factors such as confidence, anxiety, and comfort in using English.

The students' challenges

Based on the data collected by the researcher, as presented in the table above, ten out of nineteen students reported that they did not experience any difficulties when using ChatGPT's voice. Meanwhile, five students indicated that they were still confused about how to operate the AI. In addition, four students provided neutral responses, stating that they did not encounter any significant challenges or difficulties when using ChatGPT's voice. The following excerpts present statements from students who reported negative responses, particularly related to their confusion in operating the technology.

S9: "I felt confused to use it, actually because of I did not know how to operate it".

S3: "hmmm.. I like use ChatGPT's voice but sometimes I did not know how to responses the speaker said, maybe it was because of did not have any vocabulary"

S6: "ya.. I think the difficulty is I did not have any vocabulary and I still confuse to arrange the sentences"

S7: "eeee.. I did not have any difficulties because sometimes I used this AI to help me to practice speaking English"

The interview data reveal that students experienced different levels of difficulty when using ChatGPT's voice for speaking practice. Some students reported confusion in operating the technology, particularly at the initial stage. For instance, one student stated, "I felt confused to use it, actually because I did not know how to operate it" (S9). This response suggests that limited familiarity with the application influenced students' ability to use ChatGPT's voice effectively, especially for those who had little prior exposure to AI-based tools.

Other challenges were more closely related to students' language proficiency rather than technical issues. One participant explained, "I like using ChatGPT's voice but sometimes I did not know how to respond to what the speaker said, maybe because I did not have enough vocabulary" (S3). Similarly, another student mentioned difficulties in both vocabulary mastery and sentence construction, stating, "I think the difficulty is I did not have any vocabulary and I still confuse to arrange the sentences" (S6). These statements indicate that limited vocabulary and grammatical knowledge can hinder students' confidence and fluency when interacting with AI in speaking activities.

In contrast, not all students experienced difficulties when using ChatGPT's voice. One student noted, "I did not have any difficulties because sometimes I used this AI to help me practice speaking English" (S7). This response suggests that prior experience and repeated use of the technology may reduce obstacles and increase students' comfort in speaking practice. Overall, these findings highlight that while ChatGPT's voice can support speaking development, its effectiveness is influenced by students' technological familiarity and language proficiency, emphasizing the need for gradual guidance and continuous support in its implementation.

4. Conclusion and Suggestions

The findings of this study offer several pedagogical implications for the teaching of speaking skills, particularly in higher education contexts. The positive responses from students indicate that ChatGPT's voice can be effectively integrated as a supplementary tool to support speaking practice. Lecturers may utilize AI-based voice applications to create a less threatening learning environment, especially for students who experience anxiety, low confidence, or reluctance to speak in front of peers. By providing guided practice and clear instructions, lecturers can help students maximize the benefits of AI-assisted speaking activities.

The challenges identified in this study also suggest the importance of scaffolding and instructional support. Students with limited vocabulary, grammatical knowledge, or technological experience may

require additional guidance before and during the use of ChatGPT's voice. Therefore, combining AI tools with explicit instruction, vocabulary enrichment, and speaking strategies is essential to ensure inclusive and effective learning. Equal access to technology should also be considered to prevent disparities in students' learning experiences.

For future research, further studies could explore the long-term impact of using ChatGPT's voice on students' speaking proficiency through experimental or mixed-method designs. Future researchers may also investigate its effectiveness across different proficiency levels, educational contexts, or language skills. Additionally, examining teachers' perspectives and instructional challenges in implementing AI-based tools would provide a more comprehensive understanding of the role of artificial intelligence in language education.

References

Billy, I., & Anush, H. (2023). A study of the perception of students and instructors on the usage of Artificial Intelligence in education. *International journal of higher education management*, 9(02).

Demir, K., & Güraksın, G. E. (2022). Determining middle school students' perceptions of the concept of artificial intelligence: A metaphor analysis. *Participatory Educational Research*, 9(2), 297-312.

Demir, K., & Güraksın, G. E. (2022). Determining middle school students' perceptions of the concept of artificial intelligence: A metaphor analysis. *Participatory Educational Research*, 9(2), 297-312.

Djokic, I., Milicevic, N., Djokic, N., Maleic, B., & Kalas, B. (2024). Students' perceptions of the Use of Artificial Intelligence In Educational Services. *Amfiteatru Economic*, 26(65), 294-310.

Janis, Irma & YA Winarti. 2025. Students' Speaking Anxiety at EFL Students Of Papua University. DEIKTIS: Jurnal Pendidikan Bahasa dan Sastra. <https://doi.org/10.53769/deiktis.v5i2.1388>

Johnston, H., Wells, R. F., Shanks, E. M., Boey, T., & Parsons, B. N. (2024). Student perspectives on the use of generative artificial intelligence technologies in higher education. *International Journal for Educational Integrity*, 20(1), 2.

Keles, P. U., & Aydin, S. (2021). University Students' Perceptions about Artificial Intelligence. *Shanlax International Journal of Education*, 9, 212-220.

Kumar, V. R., & Raman, R. (2022, March). Student Perceptions on Artificial Intelligence (AI) in higher education. In *2022 IEEE integrated STEM education conference (ISEC)* (pp. 450-454). IEEE.

Sain, Z. H., Vasudevan, A., Serban, R., & Thelma, C. C. (2024). Integrating artificial intelligence in education: Understanding students' perceptions. *Journal of Education and Islamic Studies (JEIS)*, 1(2), 80-87.

Sain, Z. H., Vasudevan, A., Serban, R., & Thelma, C. C. (2024). Integrating artificial intelligence in education: Understanding students' perceptions. *Journal of Education and Islamic Studies (JEIS)*, 1(2), 80-87.

Sumakul, D. T. Y., Hamied, F. A., & Sukyadi, D. (2022, February). Students' Perceptions of the Use of AI in a Writing Class. In *67th TEFLIN international virtual conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)* (pp. 52-57). Atlantis Press.

Tossell, C. C., Tenhundfeld, N. L., Momen, A., Cooley, K., & De Visser, E. J. (2024). Student perceptions of ChatGPT use in a college essay assignment: Implications for learning, grading, and trust in artificial intelligence. *IEEE Transactions on Learning Technologies*, 17, 1069-1081.

Vo, A., & Nguyen, H. (2024). Generative artificial intelligence and ChatGPT in language learning: EFL students' perceptions of technology acceptance. *Journal of University Teaching and Learning Practice*, 21(6), 199-218.