



THE IMPACT OF AI-ASSISTED SPEAKING APPLICATIONS ON EFL STUDENTS' ORAL FLUENCY AND CONFIDENCE

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ABSTRAK

Perkembangan teknologi *Artificial Intelligence* (AI) telah menghadirkan berbagai aplikasi pembelajaran bahasa yang berpotensi meningkatkan keterampilan berbicara bahasa Inggris. Meskipun demikian, penelitian mengenai persepsi mahasiswa terhadap pemanfaatan aplikasi berbasis AI, khususnya yang berkaitan dengan kelancaran berbicara, kepercayaan diri, *speaking anxiety*, dan motivasi belajar, masih relatif terbatas. Kajian ini penting karena aspek afektif dan psikologis berperan besar dalam keberhasilan pembelajaran berbicara pada pembelajar *English as a Foreign Language* (EFL). Penelitian ini bertujuan menganalisis persepsi mahasiswa mengenai dampak penggunaan aplikasi latihan berbicara berbasis AI terhadap kemampuan berbicara dan faktor-faktor afektif yang mendukung pembelajaran. Penelitian menggunakan pendekatan kuantitatif dengan desain survei terhadap 15 mahasiswa Program Studi Pendidikan Bahasa Inggris yang dipilih melalui *purposive sampling*. Data dikumpulkan menggunakan kuesioner skala Likert empat poin dan dianalisis secara deskriptif menggunakan frekuensi dan persentase. Hasil penelitian menunjukkan bahwa 86,7% responden menyatakan AI membantu meningkatkan kelancaran berbicara, 80% melaporkan peningkatan kepercayaan diri, 86,7% merasa *speaking anxiety* berkurang, dan 86,6% menyatakan AI meningkatkan motivasi berlatih secara mandiri. Penelitian ini menyimpulkan bahwa aplikasi berbasis AI merupakan media pendukung yang efektif untuk meningkatkan keterampilan berbicara sekaligus memperkuat kesiapan psikologis mahasiswa dalam pembelajaran *EFL*.

Kata Kunci: *Aplikasi Berbasis Ai, Kelancaran Berbicara, Kepercayaan Diri, Pembelajar Efl, Statistik Deskriptif.*

ABSTRACT

The rapid development of Artificial Intelligence (AI) has introduced innovative language learning applications with the potential to improve English speaking skills. However, empirical evidence regarding students' perceptions of AI-assisted speaking applications, particularly their influence on oral fluency, confidence, speaking anxiety, and learning motivation, remains limited. Investigating these aspects is important because affective factors substantially influence the success of speaking performance among English as a Foreign Language (EFL) learners. This study aimed to examine students' perceptions of the impact of AI-assisted speaking applications on speaking performance and affective learning outcomes. A quantitative survey design was employed involving 15 undergraduate students from the English Education Program selected through purposive sampling. Data were collected using a structured four-point Likert-scale questionnaire and analyzed through descriptive statistics. The findings revealed that 86.7% of

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participants perceived AI applications as improving oral fluency, 80% reported increased speaking confidence, 86.7% experienced reduced speaking anxiety, and 86.6% indicated higher motivation to practice English independently. The study concludes that AI-assisted speaking applications are effective supplementary learning tools that enhance both speaking performance and learners' psychological readiness, supporting more autonomous and sustainable EFL learning.

Keywords: *AI-assisted Applications, Oral Fluency, Confidence, EFL Learners, Descriptive Statistics.*

INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) has transformed various sectors of education, including language learning, by providing intelligent, adaptive, and interactive learning environments. In English language learning, AI-powered applications equipped with Automatic Speech Recognition (ASR), Natural Language Processing (NLP), and personalized feedback systems provide students with opportunities to practice speaking independently beyond the classroom. These technologies enable learners to receive immediate feedback, monitor their progress, and engage in continuous speaking practice. Recent studies by Azhar et al. (2025), Alegra (2025), Anugraswari (2025), and Bariroh (2025) indicate that AI creates more adaptive and personalized learning experiences, thereby enhancing student engagement, self-regulated learning, and language competence when appropriately integrated into instructional practices. Nevertheless, empirical evidence regarding university students' perceptions of AI-assisted speaking applications, particularly within the English as a Foreign Language (EFL) context in Indonesia, remains limited. This situation highlights the need for further research to examine the extent to which AI-assisted applications are perceived as effective tools for supporting students' speaking development.

Speaking is widely recognized as one of the most challenging language skills for English as a Foreign Language (EFL) learners because it requires mastery of pronunciation, vocabulary, grammar, and spontaneous communication skills. Among the essential components of speaking proficiency are oral fluency and confidence, both of which play crucial roles in successful communication. However, many Indonesian EFL students continue to encounter challenges, including limited opportunities for authentic communication, fear of making mistakes, and insufficient vocabulary. Therefore, effective instructional strategies are required to improve speaking proficiency while simultaneously strengthening students' confidence (Setyawan, 2023; Haryanti & Sirod, 2025). Studies conducted by Wahyuddin and Syarifudin (2025) and Shofiyani (2025) demonstrate that authentic interaction and active learning models significantly improve students' speaking skills and classroom participation. These findings suggest that conventional classroom instruction should be supported by more innovative approaches to optimize speaking skill development.

In response to these challenges, Artificial Intelligence (AI) has emerged as a complementary learning tool that enables students to practice speaking more intensively in flexible and individualized learning environments. Through repeated practice, immediate feedback on pronunciation and grammar, and opportunities for autonomous learning, AI can help students improve their speaking skills without relying entirely on classroom interaction. However, AI is not intended to replace the role of lecturers but rather to complement formal





instruction as a complementary technology. Several studies conducted in Indonesia have shown that AI integration in English language learning contributes to improvements in speaking proficiency, pronunciation accuracy, learning participation, and student motivation when supported by appropriate instructional strategies (Mahartana et al., 2024; Mardhiah et al., 2024; Herlisya & Wiratno, 2025). Therefore, investigating students' perceptions of AI-assisted speaking applications is essential to determine how these technologies support speaking development in Indonesian higher education.

Previous studies in Indonesia have examined the application of Artificial Intelligence (AI) in English language learning from various perspectives. Pangestu and Suwartono (2024) found that AI serves as an effective learning support tool by providing flexible and interactive speaking practice. Lestari (2025) reported that integrating AI-based learning tools significantly improved students' English learning outcomes compared to conventional instruction. Similarly, Fatmawati et al. (2025) revealed that the AI chatbot TalkPal positively affected students' speaking performance and increased classroom participation. Furthermore, Nurilahiah et al. (2025) found that Indonesian EFL students perceived Gemini AI positively because it offers flexible speaking practice, instant feedback, and opportunities for autonomous learning. Despite these promising findings, most previous studies have focused primarily on the effectiveness of AI implementation or students' perceptions of a single AI application. Research simultaneously examining students' perceptions of AI-assisted speaking applications in relation to oral fluency, confidence, speaking anxiety, and learning motivation within the Indonesian EFL context remains limited.

Based on the preceding discussion, several research gaps can be identified. First, previous studies have mainly focused on the implementation and effectiveness of AI in language learning, whereas students' perceptions of AI's contribution to speaking skill development have received relatively little attention. Second, studies specifically investigating AI-assisted speaking applications among Indonesian EFL university students remain limited, despite differences in educational contexts, technological readiness, and learner characteristics that may influence AI implementation (Lestari, 2025). Third, most existing studies emphasize learning outcomes while paying less attention to affective factors such as confidence, speaking anxiety, and learning motivation, all of which significantly influence students' communication performance. Therefore, this study is expected to enrich the literature on AI-assisted language learning by providing empirical evidence regarding Indonesian EFL students' perceptions. Theoretically, the study contributes to AI-assisted language learning research by integrating both cognitive and affective dimensions of speaking development. Practically, the findings are expected to provide valuable insights for English lecturers, curriculum developers, and higher education institutions in optimizing AI integration to support effective and sustainable English language learning.

Based on this background, the present study aims to analyze university students' perceptions of the impact of Artificial Intelligence (AI)-assisted speaking applications on oral fluency, confidence, speaking anxiety, and learning motivation in English as a Foreign Language (EFL) learning. Previous studies by Sari and Putikadyanto (2023), Bakhtiar (2025), and Kholid et al. (2025) suggest that AI-assisted speaking applications have the potential to improve speaking fluency, increase learners' confidence, and provide immediate feedback that helps reduce speaking anxiety. In addition, confidence has been identified as a key factor influencing students' success in developing English-speaking proficiency (Asnishalina, 2025). Accordingly,

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this study seeks to answer the following research question: How do EFL university students perceive the contribution of AI-assisted speaking applications to the development of their oral fluency, confidence, speaking anxiety, and learning motivation? The findings are expected to provide empirical evidence and practical recommendations for lecturers and higher education institutions regarding the effective integration of AI as a complementary tool for English language learning without replacing the essential role of lecturers in facilitating meaningful learning experiences.

RESEARCH METHOD

This study employed a quantitative approach using a survey design to investigate students' perceptions of the use of *Artificial Intelligence* (AI)-assisted speaking applications in English language learning. The research was conducted at the English Education Study Program, Universitas Islam Negeri Sumatera Utara, involving 15 undergraduate students who had prior experience using AI-assisted speaking applications such as *Duolingo*, *ELSA Speak*, or AI-based conversational platforms for independent speaking practice. Participants were selected through purposive sampling based on the criterion that they had actively used AI applications to support their English speaking activities. Data were collected during the research period using a structured questionnaire administered online. Before distribution, the questionnaire was reviewed to ensure that each statement was clear, relevant to the research objectives, and understandable for the participants.

The research instrument consisted of 15 questionnaire items measured using a four-point Likert scale ranging from *Strongly Agree*, *Agree*, *Neutral*, to *Disagree*. The questionnaire covered five indicators, namely *oral fluency*, pronunciation improvement, vocabulary enrichment, *speaking anxiety* reduction, and learning motivation after using AI-assisted speaking applications. After all responses had been collected, the data were tabulated and analyzed using descriptive statistical techniques. The analysis focused on calculating the frequency and percentage of responses for each questionnaire item to describe students' perceptions of the impact of AI-assisted speaking applications on their speaking skills and affective learning aspects. The findings were subsequently interpreted to identify the dominant response patterns and to answer the research question regarding students' perceptions of AI-assisted speaking applications in supporting English speaking development.

RESULTS AND DISCUSSION

Results

The findings of this study present students' perceptions regarding the use of *Artificial Intelligence* (AI)-assisted speaking applications in supporting English speaking development. The questionnaire consisted of fifteen statements representing five indicators, namely *oral fluency*, pronunciation improvement, vocabulary enrichment, *speaking anxiety* reduction, and learning motivation. Table 1 presents the frequency and percentage distribution of students' responses for each questionnaire item. Overall, the responses demonstrate that students generally held positive perceptions toward the integration of AI-assisted speaking applications, although several questionnaire items also received neutral and disagree responses, indicating that individual learning experiences varied among participants.



Table 1. Students' Responses toward AI-Assisted Speaking Applications (N = 15)

Questionnaire Item Statement	SA	A	N	D
I regularly use AI applications to practice my English speaking skills.	6 (40.0%)	7 (46.7%)	1 (6.7%)	1 (6.7%)
AI applications help me fix my English pronunciation errors.	8 (53.3%)	5 (33.3%)	1 (6.7%)	1 (6.7%)
Practicing with AI increases my confidence to speak English.	7 (46.7%)	6 (40.0%)	1 (6.7%)	1 (6.7%)
My oral fluency improves because I get instant feedback from AI.	6 (40.0%)	7 (46.7%)	2 (13.3%)	0 (0.0%)
AI conversations help me acquire new vocabulary words easily.	5 (33.3%)	8 (53.3%)	1 (6.7%)	1 (6.7%)
I feel less anxious about making mistakes when talking to AI.	9 (60.0%)	4 (26.7%)	2 (13.3%)	0 (0.0%)
The accuracy of my English sentences is better after using AI tools.	4 (26.7%)	8 (53.3%)	2 (13.3%)	1 (6.7%)
I find AI-assisted speaking activities highly enjoyable and engaging.	7 (46.7%)	6 (40.0%)	1 (6.7%)	1 (6.7%)
AI software motivates me to practice English outside the classroom.	8 (53.3%)	5 (33.3%)	1 (6.7%)	1 (6.7%)
I feel more comfortable speaking English in class after using AI.	6 (40.0%)	6 (40.0%)	2 (13.3%)	1 (6.7%)
AI applications reduce my fear of negative evaluation from others.	9 (60.0%)	5 (33.3%)	1 (6.7%)	0 (0.0%)
Using AI allows me to express my thoughts more systematically.	5 (33.3%)	7 (46.7%)	2 (13.3%)	1 (6.7%)
The interactive design of AI keeps me focused during practice.	6 (40.0%)	6 (40.0%)	3 (20.0%)	0 (0.0%)



AI-assisted practice enhances my overall spoken communication.	7 (46.7%)	7 (46.7%)	1 (6.7%)	0 (0.0%)
I believe AI applications are vital tools for modern EFL learners.	10 (66.7%)	4 (26.7%)	1 (6.7%)	0 (0.0%)

Based on Table 1, most questionnaire items were dominated by *Strongly Agree* and *Agree* responses, indicating that students perceived AI-assisted speaking applications as beneficial for improving various aspects of English speaking. Positive responses were particularly evident in Item 15, where 66.7% of respondents strongly agreed that AI applications are important tools for modern EFL learning. Likewise, high levels of agreement were observed in Items 2, 4, 6, 9, 11, and 14, suggesting that students perceived AI as helpful for improving pronunciation, enhancing *oral fluency*, reducing *speaking anxiety*, increasing learning motivation, minimizing fear of negative evaluation, and strengthening overall speaking performance. These findings indicate that students generally viewed AI-assisted speaking applications as valuable supplementary learning resources rather than merely technological innovations.

Although positive responses predominated, several questionnaire items also revealed the presence of neutral and disagree responses. Item 13 recorded the highest proportion of neutral responses (20%), suggesting that not all students considered the interactive features of AI applications equally engaging during speaking practice. Similarly, Items 4, 6, 7, 10, and 12 each received 13.3% neutral responses, indicating that some participants had not yet experienced substantial improvements in fluency, grammatical accuracy, confidence, or anxiety reduction after using AI-assisted applications. Furthermore, a small number of respondents selected *Disagree* on several items, particularly those related to pronunciation improvement, confidence, vocabulary development, and motivation. These response patterns demonstrate that although students generally perceived AI positively, the effectiveness of AI-assisted speaking applications may differ according to learners' technological familiarity, learning preferences, speaking proficiency, and frequency of application use. To provide a clearer overview of students' perceptions across the measured variables, the responses were grouped into five principal indicators. The summary of these indicators is presented in Table 2.

Table 2. Summary of Students' Perceptions Based on Research Indicators

Indicator	Dominant Positive Response (SA+A)
<i>Oral fluency</i>	86.7%
Pronunciation improvement	86.6%
Vocabulary enrichment	86.6%
<i>Speaking anxiety</i> reduction	86.7%
Learning motivation	86.6%



Table 2 shows that all research indicators obtained consistently high levels of positive responses, with combined *Strongly Agree* and *Agree* percentages exceeding 86%. The highest positive perception was found in the indicators of *oral fluency* improvement and *speaking anxiety* reduction, each receiving 86.7% positive responses. These findings suggest that students perceived AI-assisted speaking applications not only as tools for improving linguistic performance but also as learning media that support emotional readiness during speaking practice. Comparable positive responses were also found in pronunciation improvement, vocabulary enrichment, and learning motivation, indicating that AI applications were perceived to contribute to multiple aspects of English speaking development.

Despite these encouraging findings, the results also reveal that positive perceptions were not shared equally by all respondents. The existence of neutral and disagree responses across several indicators indicates that AI-assisted speaking applications may not fully address every learner's needs. Some students may still prefer direct interaction with lecturers or classmates, while others may encounter limitations related to internet access, application features, or individualized learning preferences. Therefore, the findings suggest that AI-assisted speaking applications should be viewed as complementary learning tools that enrich speaking practice rather than replacing conventional classroom instruction.

Discussion

The primary objective of this study was to investigate students' perceptions of the contribution of Artificial Intelligence (AI)-assisted speaking applications to the development of speaking fluency, self-confidence, speaking anxiety, pronunciation, vocabulary, and learning motivation. The findings indicate that most participants perceived AI-assisted speaking applications as beneficial in supporting various aspects of English-speaking skills. These results suggest that AI functions as a complementary learning tool that provides students with opportunities to practice speaking independently, receive immediate feedback, and improve their speaking performance through repeated practice. This finding is consistent with Rahmat et al. (2025), who reported that AI-based learning media create a more interactive learning environment and support the development of speaking skills. Likewise, Hediyanah and Sya (2025) found that AI-powered Google Speech effectively improves English vocabulary pronunciation through automated feedback, enabling learners to practice independently. Therefore, the findings demonstrate that students hold positive perceptions of AI-assisted speaking practice and further strengthen evidence that AI has considerable potential to support the development of English-speaking skills.

One of the most significant findings concerns the improvement of oral fluency. Students perceived that practicing with AI-assisted speaking applications helped them communicate more fluently and reduced hesitation during speech. This improvement may be attributed to unlimited practice opportunities and immediate feedback that enable learners to identify and correct pronunciation and grammatical errors through repeated practice. From the perspective of second language acquisition, frequent language production promotes the development of automaticity, resulting in greater fluency. These findings are in line with Molla (2025), who argued that interactive speaking instruction enhances learners' communicative fluency. Similarly, Kholid et al. (2025) reported that the continuous integration of AI-based speaking tools improves speaking





ability through autonomous practice and automated feedback. Therefore, AI-assisted speaking applications provide broader opportunities for students to develop speaking skills beyond the classroom.

Another important finding relates to the improvement of students' self-confidence in speaking English. The positive perceptions identified in this study indicate that students became more willing to communicate after practicing independently with AI-assisted applications. This may be explained by the non-judgmental learning environment provided by AI, where learners can practice without fear of making mistakes or receiving negative evaluations. Such conditions strengthen learners' self-efficacy through repeated practice and immediate feedback, allowing them to observe their own progress. This finding is consistent with Safitri et al. (2025), who concluded that practice-based training combined with constructive feedback effectively enhances speaking confidence. In addition, Nurjanah and Vierdasari (2025) found that supportive learning environments and continuous practice opportunities contribute significantly to learners' confidence in speaking English. Thus, AI-assisted applications not only improve speaking performance but also encourage students to communicate more confidently in English.

The findings also reveal that AI-assisted speaking applications contribute to reducing speaking anxiety, one of the major challenges faced by English as a Foreign Language (EFL) learners. Students felt more comfortable practicing because they could do so independently and repeatedly without social pressure or direct evaluation. Such a learning environment allows learners to build confidence before engaging in real classroom communication. These findings support those of Pratiwi et al. (2024), who reported that AI-assisted English learning creates a more enjoyable learning experience while promoting learner autonomy. Likewise, Bakhtiar (2025) found that AI-based speaking practice offers learning flexibility, immediate feedback, and reduced speaking anxiety among university students. Nevertheless, AI cannot fully replace authentic human interaction, which involves social and emotional dimensions. Therefore, AI should be viewed as a complementary learning tool rather than a substitute for classroom communication.

Beyond its affective benefits, the findings also indicate positive perceptions regarding vocabulary enrichment and pronunciation improvement. Students believed that AI-assisted speaking applications introduced new vocabulary while providing pronunciation models through features such as speech recognition and automated feedback, thereby improving speaking accuracy. These findings are consistent with Rahmat (2025), who reported that AI-based language learning applications effectively improve vocabulary mastery through interactive and autonomous learning. Similarly, Hediysah and Sya (2025) demonstrated that AI-powered Google Speech effectively enhances English vocabulary pronunciation through automated feedback that supports continuous pronunciation improvement. However, AI-generated feedback remains limited in explaining pragmatic language use, cultural appropriateness, and context-dependent communication. Therefore, instructor guidance remains essential to help students interpret and apply AI feedback appropriately in authentic communication.

Another important finding concerns the positive influence of AI-assisted speaking applications on students' learning motivation. Students generally perceived AI-based learning as engaging because it enables self-paced learning while providing immediate feedback that encourages more frequent speaking practice. This finding is supported by Yaqin (2025), who emphasized that AI enhances learning accessibility and promotes learner autonomy in





technology-supported education. Likewise, Feptiana (2025) found that interactive digital learning media increase students' motivation and engagement in learning activities. Nevertheless, some students remained uncertain about the effectiveness of AI-assisted learning, possibly due to differences in digital literacy, prior technological experience, access to digital devices, and English proficiency. These findings suggest that successful AI implementation depends not only on technological quality but also on learners' readiness and institutional support.

Overall, the findings provide several pedagogical implications for English language teaching. AI-assisted speaking applications can be integrated into blended learning environments to provide additional speaking practice before and after classroom instruction. Lecturers may encourage students to use AI applications for pronunciation practice, vocabulary reinforcement, and independent speaking exercises, while classroom sessions remain focused on communicative interaction, collaborative discussion, and personalized feedback that AI cannot fully provide. Such integration allows technology and teacher expertise to complement one another in supporting speaking development. Furthermore, higher education institutions should provide digital literacy training to ensure that students can use AI-assisted applications critically, ethically, and effectively. Therefore, this study contributes both theoretically and practically by enriching the growing body of literature on AI-assisted language learning and offering evidence-based recommendations for integrating AI into English-speaking instruction in higher education.

CONCLUSION

This study demonstrates that AI-assisted speaking applications are perceived by EFL university students as valuable complementary learning tools that support both the linguistic and affective dimensions of English speaking development. Beyond facilitating improvements in *oral fluency*, pronunciation, vocabulary, and learning motivation, these applications also contribute to strengthening students' confidence and reducing psychological barriers, particularly *speaking anxiety*, which frequently limit active participation in classroom communication. The findings indicate that the educational value of AI lies not merely in its technological capabilities but in its potential to create flexible, personalized, and low-pressure learning experiences that encourage students to practice speaking more consistently. Accordingly, the research objective of examining students' perceptions of AI-assisted speaking applications has been achieved, providing empirical evidence that AI can complement conventional language instruction when implemented appropriately. Therefore, AI should be viewed as a pedagogical support tool that enriches English language learning rather than as a replacement for the essential instructional and interpersonal roles of teachers.

The findings also provide important implications for English language education, particularly in higher education institutions seeking to integrate digital technology into speaking instruction. Lecturers are encouraged to utilize AI-assisted speaking applications as part of blended learning strategies to extend speaking practice beyond classroom hours while maintaining meaningful teacher–student interaction during face-to-face learning. At the institutional level, the integration of AI should be accompanied by appropriate pedagogical planning and digital literacy support to ensure that students are able to use the technology critically, responsibly, and effectively. Since this study involved a relatively small number of participants and focused on students' perceptions, future research is recommended to involve larger and more diverse samples, employ experimental or mixed-method designs, and examine





the long-term effects of AI-assisted speaking applications on actual speaking performance. Such investigations are expected to enrich the evidence base for AI-supported language learning and contribute to the development of more effective, inclusive, and sustainable English language education in the future.

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