

## EXPLORING ENGLISH STUDENTS' PERCEPTIONS OF GPT-BASED VOICE FEATURES IN ENHANCING SPEAKING PROFICIENCY

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### ABSTRAK

Berbicara merupakan komponen penting dalam pembelajaran bahasa Inggris, namun banyak pembelajar *EFL* masih mengalami kesulitan dalam mengembangkan kefasihan dan kepercayaan diri dalam komunikasi lisan. Meskipun penggunaan Kecerdasan Buatan (AI), khususnya ChatGPT, telah banyak dibahas dalam pendidikan bahasa, penelitian yang berfokus pada fitur suaranya sebagai alat untuk latihan berbicara masih terbatas. Studi ini mengeksplorasi persepsi mahasiswa bahasa Inggris tentang penggunaan fitur suara berbasis GPT untuk mendukung pengembangan keterampilan berbicara. Pendekatan survei kuantitatif diadopsi, melibatkan 48 mahasiswa Pendidikan Bahasa Inggris di Universitas Islam Indragiri yang dipilih melalui pengambilan sampel bertujuan. Data dikumpulkan menggunakan kuesioner skala Likert lima poin yang membahas tiga aspek persepsi: penyerapan, pemahaman, dan evaluasi. Data dianalisis secara deskriptif menggunakan persentase dan skor rata-rata. Hasil menunjukkan bahwa mahasiswa umumnya memiliki persepsi positif terhadap fitur suara di semua indikator. Penyerapan (173%), Pemahaman (171%), dan Evaluasi (168%), dengan total skor rata-rata 171, menunjukkan persepsi keseluruhan yang kuat. Mereka menganggap fitur tersebut mudah digunakan, menarik, dan membantu dalam meningkatkan pengucapan, kefasihan, dan kepercayaan diri berbicara. Temuan ini menunjukkan bahwa fitur suara berbasis GPT dapat berfungsi sebagai media tambahan yang efektif untuk latihan berbicara di luar kelas. Secara keseluruhan, studi ini memberikan wawasan praktis tentang integrasi teknologi suara AI dalam pengajaran berbicara *EFL* dan berkontribusi pada diskusi yang berkembang tentang pendekatan inovatif untuk pembelajaran bahasa.

**Kata kunci:** Persepsi Siswa, Fitur Suara AI GPT, Keterampilan Berbicara, Kecerdasan Buatan

### ABSTRACT

Speaking is an essential component of English language learning, yet many *EFL* learners still experience difficulties in developing fluency and confidence in oral communication. Although the use of Artificial Intelligence (AI), particularly ChatGPT, has been widely discussed in language education, research focusing on its voice feature as a tool for speaking practice remains limited. This study explores English students' perceptions of using the GPT-based voice feature to support the development of speaking skills. A quantitative survey approach was adopted, involving 48 English Education students at Universitas Islam Indragiri selected through purposive sampling. Data were gathered using a five-point Likert-scale questionnaire addressing three aspects of perception: absorption, understanding, and evaluation. The data were analyzed descriptively using percentages and mean scores. The results indicate that students generally held positive perceptions of the voice feature across all indicators. Absorption (173%), Understanding (171%), and Evaluation (168%), with a total mean score of 171, indicating a strong overall perception. They found the feature easy to use, engaging, and helpful in improving pronunciation, fluency, and speaking confidence. These findings suggest that the GPT-based voice feature can function as an effective supplementary medium for speaking practice outside the classroom. Overall, this study provides practical insights into the integration of AI voice technology in *EFL* speaking instruction and contributes to the growing discussion on innovative approaches to language learning.

**Keywords:** Student Perceptions, GPT AI Voice Feature, Speaking Skills, Artificial Intelligence

## INTRODUCTION

English is a significant language that has evolved into a global language. It serves as a global communication channel and significantly impacts general functioning, Amri (2022:1). In many countries, English occupies an important position, both as an official language and as a second language used in formal contexts. Its existence as a lingua franca makes mastering English, especially in speaking skills, even more important. The ability to speak English allows one to engage in cross-cultural conversations, access global information, and keep up with the dynamics of the international world. This makes English a valuable tool for becoming part of the global community, Rakhimjonovna (2024:2). As such, the ability to speak English not only reflects language competence, but is also key to unlocking opportunities at a global level. Therefore, developing effective speaking skills is crucial for individuals to communicate confidently and clearly in diverse international contexts.

Speaking is a basic skill in language acquisition. It is often considered the most important of the four language skills (listening, speaking, reading and writing). One of the most important aspects of English in teaching and learning is speaking. One of the most essential skills in mastering English is speaking, as it enables real-time interaction and active communication. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech, Nunan in Leong & Ahmadi (2017: 35). According to Chaney in Leong & Ahmadi (2017: 34) speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown, at all in Leong & Ahmadi (2017: 34) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. These definitions highlight that speaking is not merely about producing sounds or saying words, but it involves a complex process of conveying meaning, responding to others, and adapting to various communication contexts. In other words, speaking requires not only linguistic knowledge but also confidence, fluency, and the ability to interact effectively. For English learners, developing speaking skills is often one of the most challenging

aspects of language learning, as it demands real-time thinking and expression.

The rapid advancement of science and technology in the digital era has a significant impact on daily life, including the field of education. Technological progress has brought about innovations and creativity in learning processes. Along with these developments, it is increasingly recognized that learning resources are no longer limited to the teacher alone; instead, various media can be utilized to create an engaging and enjoyable learning environment. One of the technology-based learning media that is currently widely used in teaching and learning activities is ChatGPT. Jusman et al. (2024:791).

Artificial Intelligence (AI) has been transforming various industries, and education is no exception, Yeruva in Harry (2023: 260). AI has the potential to revolutionize the way we learn and teach, making it more personalized, engaging, and efficient. AI in education refers to the use of artificial intelligence technologies, such as machine learning and natural language processing, to enhance the learning experience, Alneyadi et al in Harry (2023: 260). AI is used in a variety of ways, such as chatbots to enhance learning and provide better services to students. ChatGPT is a form of AI designed to provide quick and accurate responses to user queries. Lukman et al. (2023:245). This is a concrete example of how AI technology can streamline the process of information retrieval and learning.

The voice feature in ChatGPT refers to the ability of artificial intelligence to interact using voice, which includes three main technologies: speech-to-text, text-to-speech, and speech-to-speech. By using AI Voice Feature, students can practice speaking with native English speakers through direct interaction and receive automatic corrections, Haryono (2025: 264). These technologies allow for a more dynamic and interactive interaction between the user and the AI, where the user can speak directly to the system, and the AI will respond in voice form. AI enables the delivery of more adaptive language learning materials, where this technology can be adjusted to the needs and abilities of students, provide real-time feedback, and provide opportunities for students to practice anytime and anywhere, Wang in Haryono (2025: 264). This feature is very effective for learning speaking skills, as it allows

users to practice pronouncing words, conduct dialogs, and receive feedback directly from the AI. In addition, this voice-based interaction supports the development of speaking skills in a more natural and contextualized way, giving users the opportunity to improve pronunciation, increase fluency, and boost confidence in verbal communication. As such, it offers great potential in supporting language learning and speaking practice in an efficient and interactive manner.

Perception is the ability to see, understand, and then interpret a stimulus to produce interpretation. Besides that, perception is a previous experience that often appears then becomes a habit. Perception is our sensory experience of the world around us, which includes both the awareness of environmental stimuli and the actions we take in reaction to those inputs, Graham in Hamim (2025:8) . Perception plays a crucial role in how individuals interpret and understand the world around them. It is a multifaceted process that involves the reception and interpretation of stimuli through our sense organs. According to Walgito in Desta (2025:24). There are three key indicators of perception: absorption, understanding, and evaluation. Absorption refers to the process of receiving stimuli through the sensory organs, which then form impressions in the brain. Understanding involves the organization, comparison, and interpretation of this information to make it meaningful. Evaluation is the stage in which individuals assess the information based on their personal experiences, values, and standards. These three indicators collectively contribute to how individuals perceive and respond to their environment. This research aims to explore the significance of absorption in the broader context of human perception, highlighting its impact on cognitive processes and daily experiences.

Several previous studies have examined the use of AI-powered applications, particularly ChatGPT, in enhancing students' speaking abilities. (Jufriad, 2024) found that the use of ChatGPT significantly improved students' post-test scores in speaking. (Zakiyah, 2024) showed that ChatGPT was effective in enhancing grammar, fluency, and content organization, although its use for speaking practice remained limited. Meanwhile, (Syahid et al., 2023) reported mixed student perceptions, with a strong negative

correlation between students who disagreed and strongly agreed, and a positive relationship between neutral and strongly disagree responses. The study highlights the need for further investigation into how ChatGPT impacts students' performance, particularly in English education

According to the research problems and previous studies, investigating students' speaking improvement using AI tools like ChatGPT has gained increasing attention in language education. Previous studies have shown that ChatGPT can support speaking development, particularly in aspects such as grammar, fluency, and content organization. However, most research has focused on general use or writing tasks, with limited attention to the voice feature and its potential as a new learning style to enhance speaking performance and build learners' confidence. Therefore, the main aim of this study is to fill the gap by exploring English students' perceptions of using the voice feature in GPT AI applications as a speaking partner to support fluency, confidence, and consistent speaking practice beyond the classroom.

## **METHOD**

This study was conducted using a quantitative approach with a survey research design. A survey is a method in which researchers distribute questionnaires to participants to explore their views, beliefs, or perceptions (Creswell, 2012). The participants were English Education students who had used GPT AI applications, specifically the voice feature, to learn speaking skills in English. Data were collected in two stages: the first questionnaire identified students who had used GPT AI applications, and the second questionnaire explored their perceptions of the voice feature. The questionnaire was designed based on three indicators: absorption, understanding, and evaluation, and consisted of several statements using a five-point Likert scale, ranging from strongly disagree to strongly agree. The data were analyzed using descriptive statistics, including individual scores, percentages, mean scores, and perception levels. The results were used to answer the research questions and to describe students' perceptions of using the voice feature in GPT apps to enhance speaking skills. The population of this study consisted of 88 students, and the sample was determined using purposive

sampling, resulting in 48 students who met the research criteria. To interpret the scores, the researcher divided the range into five equal intervals. The classification is shown in Table 1 below:

Table 1. Classification of Interpretation

No	Range	Classification
1	48-87	Very Low
2	88-127	Low
3	128-167	Medium
4	168-207	High
5	208-247	Very High

## RESULTS AND DISCUSSION

### Results

This study examines the views of students majoring in English Education towards the utilization of voice features in the GPT AI application in supporting their speaking skills. To obtain the data, a questionnaire was used that refers to three aspects of perception, namely acceptance, understanding, and judgment. The instrument aimed to test the validity of the hypothesis regarding the effectiveness and acceptance of this voice-based technology as a learning medium. Through descriptive statistical analysis, a general understanding of students' attitudes towards the use of voice features in various perspectives was obtained. The following section will provide a brief overview of the profile of the participants in this study.

Table 2 : Students' response percentages regarding the use of the GPT voice feature in terms of absorption.

		Absorption					
No	Items	SD	D	N	A	SA	Total
1	I enjoy using the voice feature in the GPT AI application because it is interesting, easy to use, and easy to understand.	2.24 %	8.3 %	41.7 %	33.3 %	12.5 %	164 (68%)

2	I can easily access and activate the voice feature in the GPT AI application.	4.2 %	6.2 %	22.9 %	52.1 %	14.6 %	176 (74%)
3	I feel that the voice feature in the GPT AI application helps me start speaking without fear.	4.2 %	2.1 %	29.2 %	47.9 %	16.7 %	178 (75%)
4	The voice feature in the GPT AI application helps improve my English-speaking skills.	2.1 %	4.2 %	29.2 %	45.8 %	18.8 %	180 (75%)
5	I feel more motivated to speak English with the presence of the voice feature in the GPT AI application.	2.1 %	2.1 %	45.8 %	33.3 %	16.7 %	173 (72%)
6	I find my speaking practice time more effective when using the voice feature in the GPT AI application.	0.0 %	14.6 %	39.6 %	39.6 %	6.3 %	162 (68%)
7	I like the voice feature in the GPT AI application because I	2.1 %	6.3 %	20.8 %	50 %	20.8 %	183 (77%)

	can access it anytime and anywhere.						
8	I feel comfortable and accustomed to using the voice feature in the GPT AI application to practice English speaking skills.	2.1 %	10.4 %	33.3 %	45.8 %	4 8.3%	167 (70%)
<b>Total</b>							<b>1.383 (173%) High</b>

Table 2 shows the percentage of learners' responses regarding their absorption of the voice feature in the GPT AI application, which consists of eight sub-indicators. For item no. 1, "I enjoy using the voice feature in the GPT AI application because it is interesting, easy to use, and easy to understand." 12.5% of the students responded strongly agree, 33.3% agree, and 41.7% remained neutral. Only a small portion disagreed (8.3%) or strongly disagreed (2.24%). This indicates that the majority of learners found the feature appealing and accessible, although some have not yet expressed strong conviction. Responses to item no. 2, "I can easily access and activate the voice feature in the GPT AI application," were highly positive. The majority, 52.1%, agreed, followed by 14.6% who strongly agreed. Only 6.2% disagreed and 4.2% strongly disagreed, showing that the feature is largely accessible and user-friendly from the students' perspective. In item no. 3, the statement "I feel that the voice feature in the GPT AI application helps me start speaking without fear" received 47.9% agree and 16.7% strongly agree responses, while only a small portion 6.3% expressed disagreement or remained neutral. This shows that the voice feature plays a significant role in reducing learners' speaking anxiety, making it a supportive tool for language practice.

Next, in item no. 4, "The voice feature in the GPT AI application helps improve my English-speaking skills," the majority also gave positive

responses: 45.8% agreed, 18.8% strongly agreed, and only 6.3% expressed disagreement or neutrality. This reinforces the perception that students experience positive learning outcomes from using the feature. Item no. 5, "I feel more motivated to speak English with the presence of the voice feature," was agreed upon by 33.3% of students, and 16.7% strongly agreed, while 45.8% responded neutral. This may indicate that although students see the potential benefits, their motivation is still influenced by contextual or personal factors. Regarding item no. 6, "I find my speaking practice time more effective when using the voice feature," responses were varied: 39.6% agreed, another 39.6% were neutral, and 14.6% disagreed. The level of neutrality here suggests that students may need more structured or guided implementation to fully experience the benefits. Item no. 7, "I like the voice feature because I can access it anytime and anywhere," received the highest positive response, with 50% agree and 20.8% strongly agree. This demonstrates strong appreciation for the flexibility and convenience of the tool. Finally, in item no. 8, "I feel comfortable and accustomed to using the voice feature to practice speaking," 45.8% agreed and 8.3% strongly agreed, while 10.4% disagreed. It can be concluded that most students feel at ease and are becoming familiar with the technology. Based on all eight items, the total absorption score was 173%, which falls under the High category. This indicates that students are open to and positively absorb the use of the GPT AI voice feature in their language learning process, particularly due to its ease of use, accessibility, and its contribution to reducing speaking anxiety.

Table 3 : Students' response percentages regarding the use of the GPT voice feature in terms of understanding.

Understanding							
No	Items	SD	D	N	A	SA	Total
1.	I clearly understand the instructions given by the voice feature in GPT AI.	0.0 %	8.3 %	29.2 %	52.1 %	10.4 %	175 (73%)
2.	The voice feature in the GPT AI	2.1 %	6.3 %	39.6 %	39.6 %	12.5 %	170 (71%)



examples could enhance learners' understanding. For item no. 3, "I feel the content of the conversation in the GPT AI application is easy to understand and matches my proficiency level," 16.7% strongly agreed, 45.8% agreed, 29.2% were neutral, and 6.3% disagreed. These responses reflect that the language level used by the AI is generally appropriate for students. In item no. 4, "Using the voice feature helps me understand English word pronunciation more quickly," 10.4% of students strongly agreed, 39.6% agreed, and 37.5% were neutral, while 10.4% disagreed and 2.1% strongly disagreed. This indicates that the feature is beneficial, although its speed or clarity may vary among learners.

Item no. 5, "The feature gives relevant explanations or responses to what I say," received a combined 50% agreement, with 10.4% strongly agreeing. The high neutrality rate of 41.7% suggests potential inconsistencies in learners' perception of AI responses. In item no. 6, "I understand my pronunciation mistakes because of the feedback," 18.8% strongly agreed, 41.7% agreed, 21.1% were neutral, and 12.5% disagreed. This indicates that the feedback function is appreciated but could be made clearer or more personalized. For item no. 7, 18.8% strongly agreed and 37.5% agreed with the statement "I understand proper intonation and expression through the voice feature," while the remainder were neutral or slightly disagreed. This shows the feature's potential to support the development of expressive speaking skills. Item no. 8, "Practicing with the GPT voice feature is more enjoyable than traditional methods," received 10.4% strongly agree and 29.2% agree, while 47.9% were neutral and 12.5% disagreed. This reflects moderate enthusiasm toward the tool in comparison to conventional learning methods.

Lastly, item no. 9, "Using the voice feature makes me feel like I am speaking with a real conversation partner," received 14.6% strongly agree, 43.8% agree, 27.1% neutral, and 14.6% disagree. This indicates that most students perceive their interaction with the AI as dynamic and somewhat human-like. Based on these responses, the total score for understanding was 171%, which is categorized as High. The data concludes that students generally understand and benefit from the AI voice feature in terms of pronunciation, sentence structure, and interaction. However, the

considerable number of neutral responses across various items suggests opportunities to improve the feature's authenticity and depth of explanation.

Table 4: Students' response percentages regarding the use of the GPT voice feature in terms of evaluation

Evaluation							
No	Items	SD	D	N	A	SA	Total
1	I feel that my English-speaking skills have improved after using the voice feature in the GPT AI application	2.1 %	6.3 %	41.7 %	35.4 %	14.6 %	170 (71%)
2	I feel that practicing with the voice feature in the GPT AI application helps me speak English more fluently.	2.1 %	2.1 %	45.8 %	39.6 %	10.4 %	170 (71%)
3	The voice feature in the GPT AI application makes the learning process more engaging and motivates me to continue practicing.	2.1 %	2.1 %	35.4 %	45.8 %	14.6 %	177 (74%)
4	I feel the AI provides	0.0 %	6.3 %	45.8 %	37.5 %	10.4 %	169 (71%)

	constructive feedback when I use the voice feature in the GPT AI application								learn to speak without relying too much on written text.									
																	<b>Total</b>	<b>1.344 (168%) High</b>
5	I believe using the voice feature in the GPT AI application is an effective way to practice my speaking skills.	4.2 %	6.2 %	37.5 %	45.8 %	6.3 %	165 (69%)											
6	I notice an improvement in my fluency after using the voice feature in the GPT AI application	2.1 %	10.4 %	39.6 %	39.6 %	8.3 %	164 (69%)											
7	I feel that my speaking skills have developed more quickly after regularly using the GPT AI voice feature.	2.1 %	12.5 %	39.6 %	37.5 %	8.3 %	162 (68%)											
8	Using the GPT AI voice feature helps me	2.1 %	8.3 %	35.4 %	47.9 %	6.3 %	167 (70%)											

Furthermore, Table 4 illustrates the learners' perceptions concerning the evaluation aspect, which includes eight sub-indicators. For item no. 1, "I feel that my English-speaking skills have improved after using the voice feature in the GPT AI application," 14.6% of the participants selected strongly agree, 35.4% agree, 41.7% remained neutral, and 8.4% chose disagree. This reflects that a majority of students recognized a positive impact on their speaking proficiency. In response to item no. 2, "Practicing with the voice feature helps me speak English more fluently," 10.4% of students strongly agreed, 39.6% agreed, 45.8% were neutral, and 4.2% disagreed. These figures suggest that while many learners see improvements in fluency, some may need longer or more consistent use to fully observe its effects. For item no. 3, "The voice feature makes the learning process more engaging and motivates me to keep practicing," responses included 14.6% strongly agree, 45.8% agree, 35.4% neutral, and 4.2% disagree, showing that the tool plays a notable role in maintaining learner motivation. Item no. 4, which reads "The AI provides constructive feedback when I use the voice feature," received 10.4% strongly agree, 37.5% agree, and 45.8% neutral. While many appreciated the feedback function, the large number of neutral responses implies that the feedback may not always be perceived as clear or specific.

As for item no. 5, "Using the voice feature is an effective way to practice speaking," 6.3% responded strongly agree, 45.8% agree, 37.5% neutral, and 10.4% disagree, indicating a strong general agreement on the tool's effectiveness. In item no. 6, "I notice an improvement in my fluency after using the voice feature," 8.3% of learners strongly agreed, 39.6% agreed, 39.6% were neutral, and 10.4% disagreed. This implies steady but cautious optimism among learners regarding fluency gains. Item no. 7, "My speaking skills have

developed more quickly after regularly using the voice feature,” yielded 8.3% strongly agree, 37.5% agree, 39.6% neutral, and 12.5% disagree. While many students observed progress, others might require prolonged usage to see significant improvement. Finally, for item no. 8, “Using the GPT AI voice feature helps me speak without relying too much on written text,” 6.3% responded strongly agree, 47.9% agree, and 35.4% neutral. This result suggests that the voice feature fosters greater oral independence, a critical skill in spoken language development. In summary, the total score for the evaluation indicator reached 168%, placing it in the High category. This indicates that most learners hold favourable views of the voice feature’s role in motivating them, enhancing their speaking fluency, and encouraging reduced dependency on text. However, the presence of neutral responses across several items shows that some students are still developing their familiarity with the tool or expect deeper improvements with extended usage.

Table 5 : Percentages Of Student Perception Responses To All Indicators

No	Indicators	Total	Classification	Mean Score
1.	Absorption	173%	High	171 (High)
2.	Understanding	171%	High	
3.	Absorption	168%	High	

Table 5 summarizes students’ attitudes toward the use of the GPT AI voice feature based on three main indicators: absorption, understanding, and evaluation. These three indicators consistently show high percentages 173%, 171%, and 168% respectively all classified as High. This reflects positive student responses across each dimension of perception. The overall mean score from all three indicators also falls within the High classification. This consistent rating indicates that students have a favorable perception of the GPT AI voice feature. It is not only about their initial interest and ease of use (absorption), but also their comprehension of how the feature works (understanding), as well as their judgment of its usefulness and learning outcomes (evaluation). Thus, it can be concluded that students demonstrate a positive attitude toward using the GPT AI voice feature in developing their English-speaking skills. These findings support the idea that this technology serves as an effective,

motivating, and accessible language learning tool one that extends beyond traditional classroom methods.

### Discussion

This study explores students’ perceptions of the GPT AI voice feature in supporting English-speaking skill development. The data reveals consistently high percentages across the three main indicators: Absorption (173%), Understanding (171%), and Evaluation (168%), all of which are classified as High. These outcomes highlight the significant role of voice-based AI tools specifically the GPT voice feature in enhancing learners’ speaking performance, confidence, and engagement.

The present findings support and expand upon the results of previous studies. As discussed in the literature review, Jufriad (2024) reported that ChatGPT significantly improved students’ post-test speaking scores. This aligns with the results under the evaluation indicator in the current study, where students reported gains in fluency, confidence, and speaking independence after using the voice feature. Moreover, Zakiyah (2024) found that ChatGPT was effective in enhancing grammar, fluency, and content organization, although its application in speaking tasks was still limited. The present study addresses that limitation by focusing on the voice feature, and the results under the understanding indicator confirm that students benefit from AI-driven audio interaction. They reported better comprehension of pronunciation, sentence structure, and intonation areas that are often underemphasized in text-based learning.

In contrast to Syahid et al. (2023), who found varied student perceptions and some negative correlations, this study shows a consistent pattern of positive responses across all indicators. One possible reason for this difference is the practical and innovative nature of the voice feature, which offers more immersive and natural speaking experiences. This method of interaction may have helped reduce anxiety and increased learner confidence. Furthermore, the study responds to the need for more research into the voice capabilities of AI tools in language education. While prior research has largely focused on text-based features or writing support, this investigation contributes to the field by filling a research gap specifically examining how the voice function of GPT AI is perceived and utilized by learners. The results

suggest that students value the voice feature for its ease of access, usefulness, and effectiveness in building speaking fluency through regular practice.

#### CONCLUSION

This research aimed to investigate students' perceptions of using the GPT AI voice feature to support the development of their English-speaking skills at the university level. The results demonstrated that learners showed positive perceptions toward this feature, reflected in consistently high scores across the indicators of absorption, understanding, and evaluation. These findings imply that students are becoming more engaged, fluent, and confident in speaking English through their interaction with the voice feature. Their favorable responses highlight the usefulness of AI-based speaking tools in promoting speaking proficiency in EFL learning environments.

Therefore, this study provides insights that may encourage educators and future researchers to consider the role of AI voice features as an alternative or complementary approach to traditional speaking instruction. Incorporating such technology into language learning may help create more dynamic, accessible, and effective speaking practice experiences for students.

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